

Comprehensive Progress Report

Mission:

Our Mission Statement: The Denton Elementary School family encourages and supports one another to be the best we can be, every day in every way.

Our School Motto: "Being the BEST we can be, every day in every way. Behavior ~ Excellence ~ Safety ~ Teamwork; we are Denton, let's go to work!"

Vision:

To be the best we can be at Denton Elementary, we will work together to create a positive, safe, and respectful environment where all learners can experience success and develop a love of learning.

Goals:

By June 2025, Denton Elementary School Reading EOG scores for grades 3-5 will increase from 43.5% to 50% proficiency as a school.

By June 2025, Denton Elementary School Math EOG scores for grades 3-5 will increase from 48.4% to 55% proficiency as a school.

By June 2025, Denton Elementary School will increase K-3 DIBELS reading scores from 66% to 71% proficiency.

By June 2025, Denton Elementary School will create and maintain a positive school culture with a primary focus on students' social and emotional needs to decrease K-5 disciplinary referrals by 5% compared to the previous school year.

By June 2025, Denton Elementary School will increase K-2 Math Summatives from 57% to 62% proficiency.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		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
Initial Assessment:			We are...	Limited Development 10/07/2021		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			1. All grade levels meet in weekly professional learning communities (PLCs) to analyze common assessment, universal screening, and benchmark data to plan appropriate remediation, intervention, maintenance and enrichment instruction during math block dedicated specifically for this purpose. Completed by May 2022.	Objective Met 09/20/22	Brittany Underwood	05/01/2022
Actions						
9/20/22		Model PLC format and meet weekly.		Complete 10/11/2021	Emily Gibson	10/20/2021
Notes:						
Implementation:				09/20/2022		
Evidence		9/20/2022				
Experience		9/20/2022				
Sustainability		9/20/2022				
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our district has an LEA Support and Improvement team in place. April Willard is our LEA rep and coach this year. She provides us full coaching feedback and attends SIT meetings as needed.	Full Implementation 09/19/2022		
	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:			Denton Elementary has formal SIT meetings once a month in addition to the weekly PLC's in which administration attends. Our PBIS team meets once a month to review behavior data and determine any professional development that our staff may need.	Full Implementation 09/20/2022		
		B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, the school improvement team meets the first Tuesday of every month to monitor the implementation and progress of our school improvement plan goals. In addition, key school leadership (school social worker, principal, assistant principal, guidance counselor, and data manager) meet every two weeks to discuss student attendance, social-emotional, custody, home, and other concerns and formulate a plan to address any of these issues impacting students. Previously, the student intervention team meeting was the second meeting. However, this did not directly address this indicator.	Limited Development 11/03/2019		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			The school improvement team will continue to meet monthly to monitor the implementation and progress of the school improvement plan goals. Every quarter the school improvement team will analyze schoolwide data and determine an appropriate course of action. In addition, the core leadership team, consisting of Greer, Hedgecock, Horne (admin. intern), and Bachman, will meet at least monthly, in addition to the SIT meeting, to further monitor SIP goal implementation and progress, as well as formulate suggestions/plans for any revisions needed for consideration by the school improvement team. Minutes of these meetings will be taken and posted as evidence.	Objective Met 02/03/22	Tricia Davis	06/05/2020
Actions						
	11/3/19	The School Improvement Team and the Core Leadership team meet monthly to create and monitor the implementation and progress of our student improvement goals fo the 2019-20 academic year.		Complete 10/04/2021	Greer, Burrow and Gibson	06/07/2021

Notes:

Notes:						
Implementation:				02/03/2022		
Evidence		2/3/2022				
Experience		2/3/2022				
Sustainability		2/3/2022				
	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:		Denton staff have weekly planning and PLC meetings. During this time K-5 data is analyzed at multiple points, looking at check-ins, benchmarks, mclass data and common formative assessments. School wide needs were determined from the data and professional development was created to match each need.		Full Implementation 09/20/2022		

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
Initial Assessment:			Currently administration at DES monitors staff monthly through walkthroughs. They provide feedback on the instructional observed and the feedback is given in a timely manner. Administration also completes announced and unannounced formal observations. The 1st observation is announced and the staff have preconferences with the administration. Constructive feedback is given during the post conference. School administration attends PLC's and actively participates in instructional practices.	Limited Development 09/19/2022		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			When the objective is fully met, administration will show proof of frequent walkthroughs and teacher observations. Feedback will be shared will be shared the day of walkthroughs and within 10 days after the observation. Staff will meet with the administration to review observations and discuss areas of strenghts and areas in need of improvement. Professional development will also be tied to the major concerns found throughout the observations.	Objective Met 05/27/23	Tricia Davis	01/16/2023
Actions						
	9/19/22	Administration will conduct walkthroughs on a regular basis beginning in October, 2022.		Complete 01/05/2023	Tricia Davis	01/15/2023
	Notes:					
	9/19/22	Administration will conduct announced and unannounced observations and provide timely feedback to staff.		Complete 01/05/2023	Valerie Burrow	01/15/2023
	Notes:					
	9/22/22	PD will be offered based on needs noted through observation data.		Complete 02/02/2023	Emily Gibson	02/10/2023
	Notes:					
Implementation:				05/27/2023		
Evidence			5/27/2023			
Experience			5/27/2023			

Sustainability			5/27/2023			
Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1C: Customize and target support to meet needs			
		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
Initial Assessment:			The community within the school is strong and teacher morale is high yet morale sometimes dips when teachers must deal with chronic discipline concerns. We do not currently have a formal program to address teacher wellness and self-care strategies; however, administration goes to great lengths to keep morale high by showing her appreciation of staff efforts through jeans coupons, themed snack food, lunches/breakfasts, and other things.	Limited Development 11/04/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Staff will participate in a book study on compassionate and resilient schools to learn more about trauma responsive approaches to education and teacher self-care when handling difficult student situations.	Objective Met 06/09/22	Tricia Davis	05/01/2022
Actions						
	11/4/19	Participate in a staff book study aligned with compassionate and resilient schools.		Complete 05/31/2020	Kelsey Greer	05/31/2020
Notes:			Our Compassionate and Resilient Schools task force and book study did not begin until January due to scheduling conflicts with the Dragonfly House. We have updated the target date for completion.			
	10/6/21	The CRS task force will implement a plan to support the social-emotional needs of staff by March 2022.		Complete 05/31/2022	Valerie Burrow	03/01/2022
Notes:						
	10/6/21	The local school-based Compassionate and Resilient Schools task force will meet at least quarterly.		Complete 06/01/2022	Greer/Burrow	06/06/2022

Notes:

Implementation:		06/09/2022		
Evidence	6/9/2022 The CRS team met monthly to discuss school concerns and needs.			
Experience	6/9/2022 The CRS team met monthly to discuss school concerns and needs.			
Sustainability	6/9/2022 The CRS team will continue to meet next school year.			

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:	It is policy of the DC Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district ensures a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the NC Teacher or Admin summative evaluation is the minimum acceptable standard of performance for teachers and admin in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Full Implementation 09/20/2022		
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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
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Initial Assessment:	September 2017: Currently, student performance data from all grade levels K-5 is analyzed at multiple points during the school year. mClass data from BOY, MOY, and EOY is analyzed along with weekly/monthly common assessment data and Quarterly Benchmark Data. Quarterly 'Data Dives' occur in grade level PLCs to analyze schoolwide data and find areas that may need additional resources, support, and/or instruction modification. We do not currently have a system in place to align ALL professional development back to multiple areas of need. January 2018: We have completed our Q1 data dive with all grade levels and the information has been shared with all stakeholders. The lead teacher is preparing a menu of PD sessions that will be offered monthly and are available to all staff based on their individual needs. Administration is working to address individual grade level needs with specific, targeted discussions and PD based on needs that arise. September 2018: This indicator was re-assessed by our School Improvement Team and has been determined to be at Full Implementation. Evidence is provided.	Limited Development 09/20/2017		
	Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	When fully implemented, the school improvement team along with the core leadership team will analyze multiple data points to determine the biggest areas of need so that appropriate professional development can be created or sought to address concerns. Administration will seek to share data with individual grade levels that points to both celebrations and areas for improvement; professional development will be created to address individual content areas, grade levels, or specific teachers based on identified needs.	Objective Met 09/20/22	Tricia Davis	06/08/2018
Actions				
11/2/17	- Administration and lead teacher will prepare school-wide data after each quarterly benchmark and share in PLCs and SIT team through a comprehensive data dive.	Complete 12/07/2017	Kelsey Greer	12/07/2017
Notes:				

1/2/18	- Administration and lead teacher will prepare school-wide data after each quarterly benchmark and share in PLCs and SIT team through a comprehensive data dive.	Complete 03/05/2018	Kelsey Greer	03/09/2018
<i>Notes:</i>				
1/2/18	- Administration and lead teacher will prepare school-wide data after each quarterly benchmark and share in PLCs and SIT team through a comprehensive data dive.	Complete 05/31/2018	Kelsey Greer	04/30/2018
<i>Notes:</i>				
1/2/18	- Administration will plan grade-level specific professional development sessions based on analyzed data and the most significant needs that arise throughout the school year.	Complete 12/05/2017	Kelsey Greer	06/01/2018
<i>Notes:</i> - This has been completed for 4th grade based on a thorough review of 1st quarter data for the grade level. 4th grade received a full day of planning with administrators, lead teacher, and district IPS staff on Tuesday, December 5, 2017.				
Implementation:		09/20/2022		
Evidence	9/20/2022			
Experience	9/20/2022			
Sustainability	9/20/2022			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All instructional teams meet weekly during enrichment to plan as a grade level and attend PLCs. During weekly PLCs, instructional teams review common formative assessment and benchmark data, group students for RIME (remediation, intervention, maintenance, and enhancement), review supplemental instruction plan progress, identify students for supplemental instruction and those needing a referral to the problem-solving team (PST), plan remediation, review remediation data for student growth, as well as review the effectiveness of common assessments.	Limited Development 11/02/2019		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All instructional teams meet weekly during enrichment to plan as a grade level and attend PLCs. During weekly PLCs, instructional teams review common formative assessment and benchmark data, group students for RIME (remediation, intervention, maintenance, and enhancement), review supplemental instruction plan progress, identify students for supplemental instruction and those needing a referral to the problem-solving team (PST), plan remediation, review remediation data for student growth, as well as review the effectiveness of common assessments. As a result of this planning, PLC time and data analysis, is grade-levels will become more intentional in planning and providing targeted, differentiated instruction for RIME to meet students' needs. In addition, grade-levels will hold RIME groups for both reading and math at least four times a week.	Objective Met 09/22/22	Marsea Smith	05/01/2022
Actions						
	11/3/19		All grade levels meet in weekly professional learning communities (PLCs) to analyze common assessment, universal screening, and benchmark data to plan appropriate remediation, intervention, maintenance, and enrichment instruction during the math and reading blocks dedicated specifically for this purpose.	Complete 05/02/2022	Whitney Cox & Mandi Snider	09/01/2021

Notes: October 2020 - We did not meet this objective by May 2020 due to the Governor's mandated school closure to students and staff in March 2020 as a result of Covid-19. While staff worked remotely from home and still participating in weekly PLC meetings via Zoom, we did not have any common assessment, benchmark, or other data from student work to analyze and plan remediation, etc. Students learned remotely but the district made a decision to not officially grade remote work but, rather, provide feedback only.

Implementation:		09/22/2022		
Evidence		8/1/2022		
Experience		8/1/2022		
Sustainability		8/1/2022		
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To
Initial Assessment:		The NC Department of Public Instruction has implemented a new reading universal screening program called Istation. Districts are not required to implement Istation as a universal screener until MOY. However, Denton Elementary elected to begin using Istation as our universal reading screener for BOY to give students more experience with this new online screener. All K-3 students took the BOY assessment in September. The district purchased the Istation screener for 4th and 5th grades. All 4-5 students completed the screener in the beginning of October.	Limited Development 11/03/2019	
		Priority Score: 2 Opportunity Score: 3 Index Score: 6		
How it will look when fully met:		Teachers will complete BOY, MOY and EOY benchmarks for reading and math.	Objective Met 02/03/22	Marsea Smith 05/31/2022
Actions				
	11/3/19	Teachers will complete BOY, MOY, and EOY benchmarks for reading using Literacy Footprints assessments.	Complete 01/06/2022	Callie Jernigan & Brittany Underwood 05/31/2022

Notes: 10/2020 - This objective was not met by June 5, 2020, due to the Governor's mandatory school closure to students beginning in March 2020 as a result of Covid-19. Students participated in remote learning during this time but students did not have access to at-home computers in order to take the EOY Istation assessment. DES did conduct the BOY & MOY Istation universal screenings.

Students have already participated in the BOY Star Reading universal screening assessment at BOY for the 2020-2021 school year.

Implementation:		02/03/2022		
Evidence	2/3/2022 We assess students using mClass, STAR, Jan Richardson Guided Reading Assessments, and NC Check-Ins. We analyze data collected from these assessments in PLCs at least three times per year (sometimes more if/when additional data is needed/collected).			
Experience	2/3/2022 We currently assess all students K-5 three times per year utilizing district benchmarks and state check-ins. We assess students in math and reading at BOY, MOY, and EOY.			
Sustainability	2/3/2022 We will continue to follow the yearly required assessments for BOY, MOY, EOY.			

		A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers maintain and utilize a record of each student's mastery of specific learning objectives.	Limited Development 02/03/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			- Teachers will update the Math data wall twice each month, analyzing the grade level during PLC's. - Using the data wall assessments as a guide, RIME groups will be created. - Teachers will have small group plans and assessment data to use as evidence.	Objective Met 05/07/23	Kathryn Green	05/01/2023
Actions						
	2/3/22	Teachers will analyze math data for each standard using a digital grade level data wall that includes proficiencies. We will use this data to form small group interventions using a school-wide RIME block to meet individual student needs in order to provide the foundation of mastery of specific learning objectives. Evidence: Digital data wall, RIME schedules		Complete 03/02/2023	Brittany Underwood	03/10/2023
Notes:						
	2/3/22	Classroom teachers and Title I specialists will collect reading data (BOY-MOY-EOY) three times a year and use this data to drive forward small group interventions using a school-wide RIME block to meet individual student needs in order to provide the foundation of mastery of specific learning objectives. Evidence: Home Connect Letters, STAR parent letters, guided reading assessments, progress reports, report cards		Complete 04/06/2023	Jamie Griffin	04/10/2023
Notes:						
	9/22/22	Teachers will list their common formative assessment scores to determine who needs remediation and retesting.		Complete 05/04/2023	Emily Gibson	05/10/2023
Notes:						
Implementation:				05/07/2023		
Evidence			5/7/2023 All evidence samples are uploaded. Teachers have analyzed data during grade level during PLC's and created RIME groups accordingly.			

Experience			5/7/2023 We have discussion weekly in PLCs to be sure that we are looking at student data to determine next steps in instruction.			
Sustainability			5/7/2023 We will continue to collect instructional data, analyze it, and use it to drive instruction.			
		A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Last year, all certified classroom teachers received professional development on the Jan Richardson reading small group framework and began implementing that framework in their small groups. This year, it is an expectation that all classroom teachers will use the Jan Richardson small group framework with their students. This year, there are several new staff members who are not familiar with the framework so they are not implementing this framework in their small groups. In addition, our teacher assistants were not trained in the Jan Richardson small group framework so they are unable to, at this time, assist the teachers they support in using this framework in small groups. The workshop model is expected to be taught in reading and math across all grade levels.	Limited Development 11/03/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All new certified classroom teachers will receive a three-part professional development in the Jan Richardson reading small group framework with the expectation that they will implement this framework in their classrooms. All K-5 classroom teachers will implement the Jan Richardson small group framework with fidelity. Teacher assistants will assist teachers in small groups using this framework after their professional development. In addition, teacher assistants will receive additional professional development in how to complete a running record, as well as other reading topics suggested by teacher assistants via a professional development needs assessment survey. Evidence of the workshop model being used in math and reading must be shown.	Objective Met 05/07/23	Marsea Smith	05/01/2023
Actions						
	9/22/22	Teachers will implement the workshop model framework in reading and math instruction.		Complete 01/05/2023	Amber Smith	01/15/2023

<i>Notes:</i>				
10/6/21	All ELA classroom teachers will continue to use the Jan Richardson small group reading model along with the Pioneer Valley Literacy Footprints small group reading materials, along with other resources, to provide differentiated reading instruction to all students.	Complete 02/02/2023	Emily Gibson	02/10/2023
<i>Notes:</i>				
2/3/22	Teachers will meet together to plan RIME instruction incorporating a variety of resources and planning materials including Freckle, IXL, Jan Richardson, Hill Rap, Letterland, and teacher created resources. Teachers will share students across the grade level when possible to best meet student needs. Evidence: RIME lesson plans, data tracking sheets/anecdotal notes	Complete 04/06/2023	Callie Jernigan	04/10/2023
<i>Notes:</i>				
2/3/22	Teachers will utilize classroom assessments to determine leveled remediation, intervention, maintenance, and enhancement groups for both math and reading where all students will receive differentiated instruction to meet their individual needs. RIME groups will be determined and reviewed during weekly PLC meetings as needed. Evidence: RIME groupings, PLC minutes	Complete 05/04/2023	Emily Gibson	05/10/2023
<i>Notes:</i>				
Implementation:		05/07/2023		
Evidence	3/2/2021 All classroom teachers have access to grade-level Literacy Footprint print and digital resources with small group lesson plans from Jan Richardson and can provide evidence that they are using this model. The TA presentation on the Jan Richardson model was uploaded, as well as the lesson study sign-up and TA professional development needs survey and results. 5/7/23 Evidence has been uploaded and we will continue to do do.			

<i>Experience</i>	3/2/2021 The action steps under this objective were difficult to accomplish fully due to the Covid-19 pandemic which closed school buildings down to staff and students. The results of these action steps is for the partial academic year. 5/7/23 We have made a lot of growth this year in the area of differentiated instruction. We have discussions weekly in PLCs to analyze data and create small group lesson plans, etc.			
<i>Sustainability</i>	3/2/2021 We need to continue supporting teachers and TAs in the Jan Richardson small group framework, as well as training any new staff. In addition, teaching staff will be supported with Jan Richardson's small group framework resources (Literacy Footprints both print and digital) and encouraged to continue using this model for small group reading. 5/7/23 We plan to continue our efforts in PLCs to discuss student data and use it to drive instruction.			

		A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All instructional teams meet weekly during enrichment to plan as a grade level and attend PLCs. During weekly PLCs, instructional teams review common formative assessment and benchmark data, group students for RIME (remediation, intervention, maintenance, and enhancement), review supplemental instruction plan progress, identify students for supplemental instruction and those needing a referral to the problem-solving team (PST), plan remediation, review remediation data for student growth, as well as review the effectiveness of common assessments.	Limited Development 11/03/2019		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			All instructional teams meet weekly during enrichment to plan as a grade level and attend PLCs. During weekly PLCs, instructional teams review common formative assessment and benchmark data, group students for RIME (remediation, intervention, maintenance, and enhancement), review supplemental instruction plan progress, identify students for supplemental instruction and those needing a referral to the problem-solving team (PST), plan remediation, review remediation data for student growth, as well as review the effectiveness of common assessments. As a result of this planning, PLC time and data analysis, is grade-levels will become more intentional in planning and providing targeted, differentiated instruction for RIME to meet students' needs. In addition, grade-levels will hold RIME groups for both reading and math at least four times a week	Objective Met 06/09/22	Marsea Smith	05/01/2022
Actions						
	11/4/19		All grade levels meet in weekly professional learning communities (PLCs) to analyze common assessment, universal screening, and benchmark data to plan appropriate remediation, intervention, maintenance, and enrichment instruction during the math and reading blocks dedicated specifically for this purpose.	Complete 05/01/2022	Mandi Snider	05/01/2022

Notes: October 2020 - We did not meet this objective by May 2020 due to the Governor's mandated school closure to students and staff in March 2020 as a result of Covid-19. While staff worked remotely from home and still participating in weekly PLC meetings via Zoom, we did not have any common assessment, benchmark, or other data from student work to analyze and plan remediation, etc. Students learned remotely but the district made a decision to not officially grade remote work but, rather, provide feedback only.

Implementation:		06/09/2022		
Evidence	6/9/2022 We met weekly with PLC teams to review student data, create individualized RIME groups based on need, and to share students among the grade level to address their needs. Teachers monitored weekly and switched groups as needed.			
Experience	6/9/2022 We met weekly with PLC teams to review student data, create individualized RIME groups based on need, and to share students among the grade level to address their needs. Teachers monitored weekly and switched groups as needed.			
Sustainability	6/9/2022 We will continue to implement this strategy into next school year since it worked so well for our student growth this school year.			

	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:			The structure of MTSS is in place. There is room for improvement and growth. Tier 2 data discussions take place weekly during PLCs. Tier 3 data discussions take place weekly during PST. Title I reading specialists use data to determine students they serve. Running records are done by classroom teachers at the beginning of the school year, along with mClass screeners. Tiered data is updated weekly in google drive and/or ECATS. Teachers use intervention logs to collect data during small group interventions.	Limited Development 09/15/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When this objective is fully met, our staff will confidently have data level discussion at tiers 2 and 3. They will efficiently complete tiered paperwork and intervention logs weekly. Data discussions will be rich and focused on student growth and performance. Research based interventions will be implemented with fidelity. Paperwork will be completed by the teachers implementing the plans. They will be kept online so that all stakeholders have access to the information. Evidence of being fully met will include, but not be limited to the following: PLC minutes, PST minutes, tiered paperwork, teacher intervention logs, online data wall, etc.	Objective Met 05/01/24	Tricia Davis	06/09/2024
Actions						
	9/15/22	A PST committee will be chosen and include staff members who have knowledge of research based interventions.		Complete 10/05/2023	Tricia Davis	10/20/2023
<i>Notes:</i>						
	9/15/22	Data discussions will be strategic and focused on student needs and growth.		Complete 01/16/2024	Jamie Griffin	01/30/2024
<i>Notes:</i> Evidence has been uploaded.						
	10/9/22	An intervention team will meet biweekly to discuss social/emotional, behavioral, attendance, etc, concerns.		Complete 03/07/2024	Tricia Davis	03/20/2024
<i>Notes:</i>						
	8/25/23	Teachers will receive PD on PST procedures and the use of ECATS.		Complete 03/07/2024	Marsea Smith	03/20/2024
<i>Notes:</i>						

9/15/22			Focus on core instruction and strategic & focused small group instruction within the subjects of math and reading (also science in grades 4-5). Instruction will be guided by use of the workshop model. PD will be provided as needed.	Complete 04/11/2024	Whitney Cox	04/14/2024
Notes:						
Implementation:				05/01/2024		
Evidence			5/7/2023 & 4/11/24 Evidence has been uploaded and we will continue to do so.			
Experience			5/7/2023 & 4/11/24 Our staff has data level discussion at tiers 2 and 3. They efficiently complete tiered paperwork and intervention logs weekly. Data discussions are rich and focused on student growth and performance. Research based interventions are implemented with fidelity. Paperwork is completed by the teachers implementing the plans. They are kept online so that all stakeholders have access to the information.			
Sustainability			5/7/2023 & 4/11/24 We will continue to have data discussions, etc, in PLCs.			
		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.	Limited Development 11/03/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Teachers will complete BOY, MOY and EOY benchmarks for reading using Literacy Footprints assessments.	Objective Met 06/09/22	Marsea Smith	05/31/2022
Actions						
2/3/22			Members of the Compassionate and Resilient Schools Team (CRS) will pilot implementation of the Student Risk Screening Scale - Internalizing and Externalizing (SRSS) during February, March and April of 2022. The CRS team will analyze this data and prepare for whole school implementation of the SRSS tool for the 2022-2023 school year.	Complete 05/31/2022	Valerie Burrow	05/30/2022
Notes:						

11/3/19	Teachers will complete BOY, MOY, and EOY benchmarks for reading using Literacy Footprints assessments.	Complete 05/31/2022	Emily Gibson	05/31/2022
<i>Notes:</i> 10/2020 - This objective was not met by June 5, 2020, due to the Governor's mandatory school closure to students beginning in March 2020 as a result of Covid-19. Students participated in remote learning during this time but students did not have access to at-home computers in order to take the EOY Istation assessment. DES did conduct the BOY & MOY Istation universal screenings. Students have already participated in the BOY Star Reading universal screening assessment at BOY for the 2020-2021 school year.				
2/3/22	Monthly behavior data from ClassDojo will be analyzed and compared to look for patterns and trends of students in need of behavioral intervention and support. These behavior reports will be discussed during PLCs.	Complete 05/31/2022	Valerie Burrow	05/31/2022
<i>Notes:</i>				
Implementation:		06/09/2022		
Evidence	6/9/2022 This indicator has been met and supporting evidence uploaded.			
Experience	6/9/2022			
Sustainability	6/9/2022 We will continue working on this next school year.			

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>			At the beginning of the each school year, PBIS expectations are taught and reviewed schoolwide. Each classroom discusses BEST and PBIS across all areas of the school building. Administration, the instructional coach, and the school counselor all reinforce effective classroom management and school and classroom rules by positively teaching them. Behavior data is reviewed monthly at SIT. Class Dojo is utilized schoolwide. Behavior intervention plans are written for individuals and small groups as needed at the tier 2 and tier 3 levels of MTSS. A positive reward system is in place schoolwide as well as in each individual classroom. Guidance lessons are offered as support when needed, at least every 6 weeks. Character education is provided and discussed with a monthly theme. Activities are shared schoolwide. Various incentives and reinforcements are offered throughout the year.	Limited Development 09/15/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			- Class Dojo Reports - Behavior Tier Plan provided in Google Drive - Guidance Counselor lesson schedule - PBIS powerpoint shared and discussed schoolwide - BEST posters up on the walls around the school - Zones of Regulation will be implemented - Office referrals will decrease - Bus referrals will decrease	Objective Met 02/09/24	Kathryn Green	06/07/2024
<i>Actions</i>						
	8/25/23	Students will receive positive/negative dojo points throughout the year. They will be able to shop quarterly at a "Dojo Store" to buy prizes with the points they ear.		Complete 11/02/2023	Kathryn Green	11/20/2023

<i>Notes:</i>				
8/25/23	Classroom teachers will continue to learn and implement the Zones of Regulation with their students.	Complete 11/02/2023	Jordon Peters	11/20/2023
<i>Notes:</i>				
8/25/23	Zones of Regulation training will occur for the entire staff at the beginning of the year and will be implemented with students. Additional training will take place as needed.	Complete 12/07/2023	Marsea Smith	12/20/2023
<i>Notes:</i>				
8/25/23	All classroom teachers will reinforce PBIS and BEST expectations with their students being sure to go over all areas of the school.	Complete 01/16/2024	Christy Clark	01/20/2024
<i>Notes:</i> This will be done at BOY, MOY, and continuously throughout the year as needed.				
8/25/23	Classroom teachers will utilize their SEL block, as well as other times during the school day, to teach and reinforce self regulation and how to make positive choices.	Complete 02/01/2024	Amber Smith	02/20/2024
<i>Notes:</i>				
Implementation:		02/09/2024		
Evidence	2/9/2024 Class Dojo Reports, Guidance Lessons, Implementation of Zones of Regulation			
Experience	2/9/2024 We have worked hard on preparing teachers and staff about zones of regulations, preparing our calm down corners with comfy seating and calming tools.			
Sustainability	2/9/2024 Teachers will continue to reinforce the SEL expectations and classroom rules and procedures.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Denton Elementary meets weekly with individual grade levels to develop instructional plans that align with standards and follow the county pacing guide. During this time the main focus is CORE instruction. Grade levels also meet during weekly PLC's to review data and develop small group instruction with an emphasis on remediation, intervention and enhancement. During PLC's, grade levels also curriculum map their long range plans to insure all standards are covered.	Limited Development 09/19/2022		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When this objective is fully met the entire staff will be confident in planning instructional alignment with the curriculum. All staff will share lessons with administration with fidelity. All staff will attend weekly planning sessions and PLC's. They will monitor the needs of the students using the electronic data wall and Tier II and Tier III plans. The results of planning will be seen through walk throughs and observations as well.	Objective Met 09/21/22	Shelly Forrest	06/01/2022
Actions						
9/21/22		PLCs work to create standards based lessons and units of instruction.		Complete 05/20/2022	Valerie Burrow	06/01/2022
Notes:						
Implementation:				09/21/2022		
Evidence		9/21/2022				
Experience		9/21/2022				
Sustainability		9/21/2022				

		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, our school has focused on creating consistent, schoolwide expectations for our common areas around the school, including: bathroom, bus, cafeteria, auditorium, hallway, and playground. Individual classroom rules and expectations vary among grade levels.	Limited Development 09/27/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When fully met, all teachers will have created a behavior chart to display in their classroom that answers the same 4 questions: 1) A great classmate IS...? 2) A great classmate DOES...? 3) A great classmate SAYS...? 4) A great classmate IS NOT...? These established norms will represent consistent school-wide expectations for daily behavior within ALL classrooms.	Objective Met 09/20/22	Christy Clark	01/03/2019
Actions						
	9/28/18		All classroom teachers will create and post individual classroom norms and expectations centered around how students can show personal responsibility, cooperation, and concern for others in their classrooms.	Complete 01/03/2019	Classroom teachers	01/03/2019
<i>Notes:</i>						
Implementation:				09/20/2022		
Evidence			9/20/2022			
Experience			9/20/2022			
Sustainability			9/20/2022			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	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:			Denton Elementary created a pre-k to kindergarten transition day, before school begins, to help support our youngest students in the transition to school. Students also have a 5th to middle school transition day during the school year and over the summer. This is coordinated with South Middle/High School.	Full Implementation 09/19/2022		
		A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At the start of the 2019-2020 academic year, the school only had the district Sanford Harmony curriculum recently adopted over the summer and had yet to be implemented at Denton.	No Development 11/04/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The school will partner with the Dragonfly House as part of the district's compassionate and resilient schools pilot program. Staff will receive professional development, participate in a book study, and implement trauma-responsive approaches in their classrooms.	Objective Met 09/20/22	Kathryn Green	05/01/2022
Actions						
	10/7/21	Continue to Partner with the Dragonfly House to provide professional development aligned with the trauma responsive approach to education by June 2022.		Complete 06/01/2022	Kelsey Greer	05/01/2022
<i>Notes:</i>						
	11/4/19	Continue to partner with the Dragonfly House to provide professional development aligned with the trauma responsive approach to education.		Complete 06/05/2020	Rachel Lewis	06/06/2022
<i>Notes:</i>						
Implementation:				09/20/2022		
Evidence			10/7/2021			
Experience			10/7/2021			
Sustainability			10/7/2021			

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers make an effort to create warm, welcoming learning environments for all students. Last year, it was an expectation for teachers to greet all students at the door and inquire about the student's morning.	Limited Development 11/04/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			All classrooms will have fully functional calming corners and all teachers have implemented the Sanford Harmony curriculum focused on holding daily Morning Meet-Ups and Buddy-Ups. Administration clearly outlined social-emotional expectations in the staff handbook and communicated these expectations to staff at the opening staff meeting. Further communication regarding social-emotional and expectations for a warm, safe, welcoming classroom environment will occur during staff meetings and professional development.	Objective Met 06/09/22	Tricia Davis	05/01/2022
Actions						
11/4/19		Administration's expectations are clearly outlined and communicated to staff through the staff handbook and opening staff meeting.		Complete 08/19/2019	Kelsey Greer	08/19/2019
Notes:		Evidence uploaded supporting clear administrative communication regarding expectations about implementing social-emotional learning in all classrooms and throughout the school. Evidence includes the social-emotional learning excerpt from the 2019-20 Staff Handbook and the 2019-20 opening staff meting agenda.				
10/7/21		1 Classrooms are safe, warm, and welcoming environments and each includes a calming corner. Reintroduced by the end of the 1st quarter 2021.		Complete 01/03/2022	Rachel Lewis	10/30/2021
Notes:						
11/4/19		Classrooms are safe, warm, and welcoming environments and each includes calming corner. Reintroduced by the 2nd quarter.		Complete 09/30/2019	Kesley Greer & Valerie Burrow	12/21/2021
Notes:						
Implementation:				06/09/2022		

<i>Evidence</i>	6/9/2022 All classrooms will have fully functional calming corners and all teachers have implemented the Sanford Harmony curriculum focused on holding daily Morning Meet-Ups and Buddy-Ups. Administration clearly outlined social-emotional expectations in the staff handbook and communicated these expectations to staff at the opening staff meeting. Further communication regarding social-emotional and expectations for a warm, safe, welcoming classroom environment will occur during staff meetings and professional development.			
<i>Experience</i>	6/9/2022 Classroom teachers were already greeting students at the door in the morning. Data from our guidance counselor and quarterly discipline data showed the source of student misbehavior was not always related to things that occurred at school but, rather, things that occurred at home or due to a lack of students' ability to self-regulate. The core leadership team decided to implement calming corners in each classroom, set aside a time in the master schedule for a soft start in the morning and provide calm down boxes in each classroom, as well as create a reset room. In addition, the district adopted the SEL curriculum from Sanford-Harmony for school to utilize. As a part of the CORE leadership team's recognition of a need for this kind of curriculum, it was decided our school would adopt this curriculum and implement it daily with fidelity. The only main concern voiced by teachers was how having to implement the Sanford Harmony SEL curriculum might impact instructional time. A concerted effort was made to put a block in the master schedule for Mindful Mornings, which included the Sanford Harmony curriculum and a soft start to the school day. The implementation process has gone very well and teachers are seeing the impact this focus on SEL has on students. In addition, the students also enjoy it.			
<i>Sustainability</i>	6/9/2022			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
		A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school has some school rituals and routines in place, such as morning announcements, awards assemblies, and hallway/classroom displays. However, our students need much more in the line of social-emotional support due to the needs of our school community and community-at-large. This year, we have put a priority focus on supporting our students socially and emotionally.	Limited Development 11/03/2019		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All teachers will implement daily, with fidelity, the district supported Sanford Harmony curriculum by conducting daily Buddy Ups and morning Meet-Ups, as well as the lessons/activities that are a part of the program, as necessary. Evidence will be pictures of students engaging in Buddy-Ups and Morning Meet-Ups. All teachers will also engage in Mindful Mornings, activities to help students transition from home to school. Instead of going to the music room or auditorium until the first bell rings, students go directly to teacher classrooms after getting off the bus or eating breakfast in the cafeteria. Teachers play calming music and allow students to talk softly, play games, color, etc. Mindful Mornings transition into Morning Meet-Ups.	Objective Met 06/09/22	Holly Fine	01/04/2022
Actions						
	11/3/19	Implement Mindful Mornings in all classrooms.		Complete 09/30/2019	Holly Fine & Kim Scarboro	09/30/2019
Notes:						
	11/3/19	implement the Sanford Harmony curriculum through daily Meet-Ups, Buddy-Ups, and lessons/activities, as necessary by the end of the first quarter.		Complete 11/01/2019	Holly Fine & Kim Scarboro	11/01/2019
Notes: All classroom teachers have implemented the Sanford Harmony curriculum through daily Meet-Ups, Buddy-Ups, activities and lessons, and creation of Harmony goals by the end of the first quarter. This is supported by Indicator A4.04 & A4.05 Evidence document uploaded on Indistar.						

10/6/21	By the end of the 2nd quarter 2021, all classroom teachers will conduct daily check-ins on remote students using the appropriate learning platform.	Complete 01/03/2022	Rachel Lewis	01/04/2022
<i>Notes:</i>				
Implementation:		06/09/2022		
Evidence	6/9/2022 All teachers will implement daily, with fidelity, the district supported Sanford Harmony curriculum by conducting daily Buddy Ups and morning Meet-Ups, as well as the lessons/activities that are a part of the program, as necessary. Evidence will be pictures of students engaging in Buddy-Ups and Morning Meet-Ups. All teachers will also engage in Mindful Mornings, activities to help students transition from home to school. Instead of going to the music room or auditorium until the first bell rings, students go directly to teacher classrooms after getting off the bus or eating breakfast in the cafeteria. Teachers play calming music and allow students to talk softly, play games, color, etc. Mindful Mornings transition into Morning Meet-Ups.			
Experience	6/9/2022 This objective has been in the planning stages since last year when data from our guidance counselor and quarterly discipline reports pointed toward other motivations for students acting out. These motivations come from a lack of students being able to regulate their behaviors and their home environments. In addition, classroom teachers were already greeting students at the door in the morning. The core leadership team decided to implement calming corners in each classroom, set aside a time in the master schedule for a soft start in the morning and provide calm down boxes in each classroom, as well as create a reset room. In addition, the district adopted the SEL curriculum from Sanford-Harmony for school to utilize. As a part of the CORE leadership team's recognition of a need for this kind of curriculum, it was decided our school would adopt this curriculum and implement it daily with fidelity. The only main concern voiced by teachers was how having to implement the Sanford Harmony SEL curriculum might impact instructional time. A concerted effort was made to put a block in the master schedule for Mindful Mornings, which included the Sanford Harmony curriculum and a soft start to the school day. The implementation process has gone very well and teachers are seeing the impact this focus on SEL has on students. In addition, the students also enjoy it.			

Sustainability			6/9/2022 We will continue to work on this strategy in the coming year just as we did this school year.			
		A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Denton is a PBIS school and those expectations are modeled and reinforced at the beginning of the year and after any long holiday break. Focusing on teaching positive social skills, self-respect, and relationships takes second place to academic instruction in the classroom. This type of instruction falls mainly to the guidance counselor during her weekly guidance classes. However, our students need much more in the line of social-emotional support due to the needs of our school community and community-at-large. Many of our students come to school without positive social skills, self-respect and knowing how to build relationships with others and taking responsibility for their actions. This year, we have put a priority focus on supporting our students socially and emotionally.	Limited Development 11/03/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All teachers will implement daily, with fidelity, the district supported Sanford Harmony curriculum by conducting daily Buddy Ups and morning Meet-Ups, as well as the lessons/activities that are a part of the program, as necessary. The Sanford Harmony curriculum focuses on positive social skills development, self-respect, building relationships, and taking responsibility for one's actions. Evidence will be pictures of students engaging in Buddy-Ups and Morning Meet-Ups. All teachers will also engage in Mindful Mornings, activities to help students transition from home to school. Instead of going to the music room or auditorium until the first bell rings, students go directly to teacher classrooms after getting off the bus or eating breakfast in the cafeteria. Teachers play calming music and allow students to talk softly, play games, color, etc. Mindful Mornings transition into Morning Meet-Ups.	Objective Met 06/09/22	Holly Fine	05/01/2022
Actions						
	11/3/19	Implement Mindful Mornings in all classrooms.		Complete 09/30/2019	Holly Fine & Kim Scarboro	09/30/2020
Notes:						

11/3/19	Implement the Sanford Harmony curriculum through daily Meet-Ups, Buddy-Ups, and lessons/activities as necessary by the end of the first quarter.	Complete 11/01/2019	Holly Fine & Kim Scarboro	11/01/2020
<i>Notes:</i>				
10/6/21	Continue implementation of the Sanford Harmony curriculum through daily Meet-Ups, Buddy-Ups, and lessons/activities for students ongoing through May 2022.	Complete 06/01/2022	Holly Fine	05/01/2022
<i>Notes:</i>				
Implementation:		06/09/2022		
Evidence	6/9/2022 All teachers will implement daily, with fidelity, the district supported Sanford Harmony curriculum by conducting daily Buddy Ups and morning Meet-Ups, as well as the lessons/activities that are a part of the program, as necessary. The Sanford Harmony curriculum focuses on positive social skills development, self-respect, building relationships, and taking responsibility for one's actions. Evidence will be pictures of students engaging in Buddy-Ups and Morning Meet-Ups. All teachers will also engage in Mindful Mornings, activities to help students transition from home to school. Instead of going to the music room or auditorium until the first bell rings, students go directly to teacher classrooms after getting off the bus or eating breakfast in the cafeteria. Teachers play calming music and allow students to talk softly, play games, color, etc. Mindful Mornings transition into Morning Meet-Ups.			

<i>Experience</i>			6/9/2022 Classroom teachers were already greeting students at the door in the morning. Data from our guidance counselor and quarterly discipline data showed the source of student misbehavior was not always related to things that occurred at school but, rather, things that occurred at home or due to a lack of students' ability to self-regulate. The core leadership team decided to implement calming corners in each classroom, set aside a time in the master schedule for a soft start in the morning and provide calm down boxes in each classroom, as well as create a reset room. In addition, the district adopted the SEL curriculum from Sanford-Harmony for school to utilize. As a part of the CORE leadership team's recognition of a need for this kind of curriculum, it was decided our school would adopt this curriculum and implement it daily with fidelity. The only main concern voiced by teachers was how having to implement the Sanford Harmony SEL curriculum might impact instructional time. A concerted effort was made to put a block in the master schedule for Mindful Mornings, which included the Sanford Harmony curriculum and a soft start to the school day. The implementation process has gone very well and teachers are seeing the impact this focus on SEL has on students. In addition, the students also enjoy it.			
<i>Sustainability</i>			6/9/2022 We will continue monthly character themes into next school year.			
	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:	September 2017: Currently, we have an active PBIS (Positive Behavior Intervention Support) program. This program provides structures for setting up school-wide expectations as well as a system of recognition for positive behavior in the classroom and throughout the building. Additionally, there is a full-time counselor who teaches monthly classroom guidance lessons on regulating and/or recognizing emotions. Further, students who need additional support are selected for small group and/or individualized counseling sessions. Our school social worker addresses emotional concerns and we have the support of the district office behavioral specialists when situations arise that require their assistance. While we do have all of this in place, we do not have evidence to support that ALL teachers are attentive to students' emotional states and arrange for supports and interventions. January 2018: All staff have received training from Family Services of Davidson County on creating an appropriate environment for students and the importance of establishing relationships that will aid the mental health of our students. Core leadership staff have received poverty training from DPI and are working to determine a plan for rolling out this information to all staff through upcoming PD. September 2018: All staff have received poverty training from Alessandro at NCDPI. Our school-wide focus this year as a staff is to learn more about our students' stories and their family dynamics. In analyzing our attendance data, SIT members identified wanting to increase attendance for our students who are repeatedly absent with unexcused absences. 9/2019 - with the additional focus this year on social-emotional learning, SIT members determined this indicator was no longer fully met. We need to help students learn how to self-regulate their emotions better so that they may remain in the classroom rather escalate the behavior and need to be removed, thereby missing instruction. At this time, there are no places for students to truly remove themselves from the thing that is upsetting them and calm themselves down. 8/2023 - We will revisit practices from the past and determine best practices for our current students.	Limited Development 09/20/2017		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	

How it will look when fully met:	When fully implemented, all teachers will have access to resources, materials, and school personnel that can assist in determining students' emotional states, monitoring mental health, and providing interventions when necessary. All classrooms will maintain a warm, supportive, nurturing environment where students feel safe discussing their needs, fears, and celebrations. All teachers will know the signs to watch for and will work to avoid triggers that may create an unsafe environment for students. Teachers will also check in with all students each morning, especially after they are absent, in order to address attendance concerns and be proactive in identifying students' socio-emotional needs. This will be monitored by administration and noted in daily walkthroughs and observations. This will also be evident on student surveys and school-wide climate surveys. 9/2019 - All classrooms will feature a calm corner where students may go to self-regulate and calm themselves down with the purpose of re-engaging in classroom instruction, activities, and participation. The guidance counselor will instruct all students in the calm corner's purpose and use. In addition, the school will establish a school Reset Room where administration, the guidance counselor and teachers may take students who, after using the calm corner, are unable to self-regulate enough to re-engage in the classroom and continue to escalate in behavior. The Reset Room will provide another opportunity for the student to calm down outside of the classroom setting with the goal of returning to the classroom rather than receive a minor or major office referral. 9/2022 - We will continue with current efforts and upload evidence showing fully implementation. 8/2023 - We will revisit former practices to determine what will best meet the needs of our current students. We will use data from intervention meetings and behavior data talks to set our course for the year. CRS team will be reinstated.	Objective Met 05/01/24	Tricia Davis	05/20/2024
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Actions				
10/7/21	Train current kindergarten students on the purpose and use of the classroom calming corner at the beginning of the school year.	Complete 10/19/2023	Amber Smith	10/20/2023
<i>Notes:</i>				
11/3/19	Create a Calm Corner in all classrooms and train students on its purpose.	Complete 11/02/2023	Callie Jernigan	11/20/2023
<i>Notes:</i>				
11/3/19	Create a school Reset Room in the primary building and train students on its purpose.	Complete 11/02/2023	Kathryn Green	11/20/2023
<i>Notes:</i>				
11/2/17	The Student Support Team will monitor and review referrals for in-school counseling services from our community partner, Lorven Counseling.	Complete 12/07/2023	Kathryn Green	12/20/2023
<i>Notes:</i>				
8/25/23	Zones of Regulation training will occur for the entire staff at the beginning of the year and will be implemented with students. Additional training will take place as needed.	Complete 12/07/2023	Marsea Smith	12/20/2023
<i>Notes:</i>				
9/28/18	All classroom teachers will greet students in the morning at their doorway to check in with all students, particularly previously absent students, and provide guidance referrals as needed.	Complete 01/16/2024	Shelly Forrest	01/20/2024
<i>Notes:</i> Evidence has been uploaded.				
8/25/23	Classroom teachers will utilize their SEL block, as well as other times during the school day, to teach and reinforce self regulation and how to make positive choices.	Complete 02/01/2024	Amber Smith	02/20/2024
<i>Notes:</i>				
8/25/23	CRS team will read Help For Billy and meet during the school year to look at schoolwide trends in SEL data to determine next steps for staff and students.	Complete 04/11/2024	Kathryn Green	04/20/2024
<i>Notes:</i>				
11/1/17	Student Support Team (administration, social worker, guidance counselor, data manager) will meet 2x/month to discuss attendance data, parent/student concerns, custody issues, and social worker/counselor issues.	Complete 04/11/2024	Tricia Davis	04/20/2024
<i>Notes:</i>				
Implementation:		05/01/2024		

<i>Evidence</i>	9/16/22 & 4/11/24 DES has PD sign-in sheets from Trauma Informed meetings. DES also has the log from those that used the Restset Room.			
<i>Experience</i>	9/16/2022 & 4/11/24 DES staff has been trained on trauma informed awareness and coping strategies. The staff has partnered with the DragonFly house and studied Help For Billy and Classroom 180. There is a reset room and staff know how to use it. Two staff members are always with the student. They sign in and out, with an explanation of what occurred.			
<i>Sustainability</i>	9/16/22 & 4/11/24 DES will continue to train all new staff.			

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
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Initial Assessment:	8/1/22 - Covid set our school community back in regards to people being allowed inside our building and utilizing volunteers. We have things we utilize but need to work to get our parents back fully and comfortably in our building. Denton uses Class Dojo to communicate frequently with parents. Upcoming events, pertinent school information, pictures, etc., are shared with families via the classroom teacher as well as schoolwide. Title I Parental Nights are held three times per school year. Parent/Teacher conferences are offered quarterly and are required 1st quarter and 3rd quarter. Parents are invited to attend awards assemblies and community fundraiser events. Parents are always welcome to come and eat lunch with their students. Information about the parent portal is sent home to parents at the beginning of each school year to encourage parents to connect so they can access their student's academic and attendance data. A weekly administrative school messenger is sent on Sunday evenings. The school website serves as a tool to keep parents connected to the school and upcoming events.	Limited Development 08/01/2022		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	The parents and community feel valued and welcome inside our school. Families are well informed about student expectations and the importance of academic learning and behavioral expectations. Teachers send home weekly newsletters and communicate with parents using a variety of other tools. The Family Engagement team (SIT, TI) meets regularly to discuss ways to increase family involvement at school. Families have opportunities to engage with administration and staff through quarterly conferences and a variety of events. Parents regularly attend school wide celebrations and events. Intensive outreach efforts are in place to better reach unresponsive parents. A Parental Advisory Council is in place to help keep communication open between parents and administration. Efforts are being made to recreate a Parent Teacher Organization. Evidence of success will be gathered using parent attendance records, surveys, PAC minutes, and parent involvement data.	Objective Met 09/20/22	Marsea Smith	04/20/2023
Actions				
8/1/22	Invite parents and students to an open house to meet staff and share pertinent school information for the year.	Complete 09/15/2022	Holly Fine	09/15/2022
Notes:				

8/1/22	Create and distribute a student/parent handbook that provides pertinent school information including student academic and behavioral expectations.	Complete 09/15/2022	Jamie Griffin	09/15/2022
<i>Notes:</i>				
Implementation:		09/20/2022		
Evidence	9/20/2022 DES has documentation for each step that has been taken.			
Experience	9/20/2022 The DES staff make good news calls, provides parents with progress reports, report cards, weekly newsletters, maintains DOJO messages and schedules times for parent conferences. The school also holds quarterly Title I parent nights, giving the parents the opportunity to gain knowledge on in strategies they can use at home. Parents also complete a survey which helps DES to align their Title I nights with the parent needs.			
Sustainability	9/20/2022 DES will continue to monitor the actions and provide assistance to new staff.			