

Initial Assessment:

Based on the data we have going into the year our current implementation efforts are:

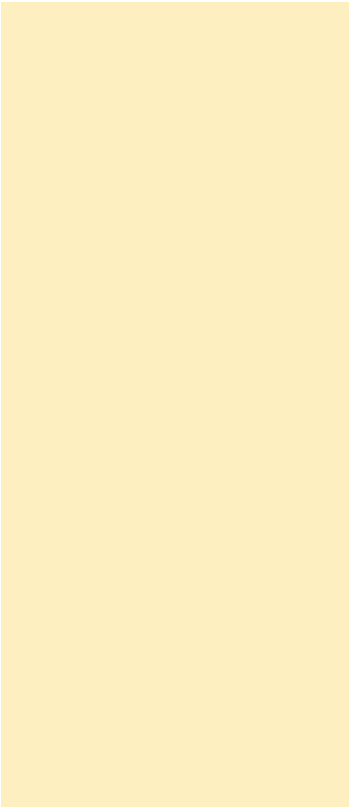
- The instructional team plans literacy and math weekly during two 60-minute blocks for each grade level PLC. Curriculum and instruction is based on the NCSCOS and district initiatives. PLC teams plan and review pre and post-assessments to guide instructions. Utilization of Benchmark Assessment Data and BOY MAP assessment data to create small group.

- Administration will conduct walkthroughs and report observation to facilitators. Facilitators will utilize administration observation to develop planning targets for PLC meetings.

Priority Score: 3

Opportunity Score: 3

Index Score: 9



Evidence

1/25/2022

- Attendance of teachers is taken and recorded notes are taken at each PLC meeting. Facilitators have recordings of attendance and notes on agendas. These agendas are in grade level Google Folders.
- Grade level norms are stated at the top of each agenda and referenced if needed at the beginning of each PLC meeting
- At the beginning of January teachers were MOY data for math and reading reports were printed using Master Connect to track students mastery of standards. Teachers were able to see students progress of each taught standard thus far. Input of teacher data through this platform was essential.

Experience

1/25/2022

<i>Initial Assessment:</i>	Reading assessments using, EL, Dibels, and MAP have occurred and will continue to assess students' progress. Intervention and Enrichment groups have been created based on the analysis of beginning of the year data. Currently, students identified as members of these groups are receiving supplemental supports and enrichment, based on student need. MAP testing for reading and math has been completed, on both campuses. Reading and Math MAP testing will be conducted quarterly. Data from the assessment is used to drive instruction. This allows for differentiation within the classroom and continued monitoring of Intervention and Enrichment groups. In addition, spelling inventories have been completed K-5, and students have begun individualized work based on their level within the progression.	Limited Development 09/19/2021		
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*How it will look
when fully met:*

We feel that one of our strengths going into this year will be: Our three tiered instruction/intervention model based on our facilitated assessment of MTSS, based on the data we were able to collect for the 2020-2021 school year,

We have updated our master schedule to ensure that all students are being serviced appropriately and according to their IEP, EL Plan, 504, and TD. Our staff members are also utilizing the Standard Treatment Protocol when implementing supplemental and intensive interventions.

-We have used (general, PTA, T1, Restart, etc.) school funds to purchase supports for standards-aligned instruction.

-We have utilized Title 1 Funds to support the funding of a Literacy Tutor on the Billingsville Campus and a 25 Hour Literacy Tutor on the 3-5 campus.

-We also utilized Title 1 Funds to support the funding of a Literacy/Enrichment Facilitator that focuses on the areas of standards aligned instruction K-5.

-We also utilized Title 1 Funds to support the contracting of Heart Math

- When this indicator is fully met, the school will have systems in place to follow our schools' data-driven instructional process which includes data analysis, differentiated instructional plans and targeted instruction for each subgroup based on specific student goals and plans. 70% of

Notes: 10/25 Walkthrough schedule has been implemented. The administrative team is collecting data/notes per grade level based on a set of "look-fors".

9/19/21 Instructional leaders will clearly identify, monitor, and assess the expected instructional framework for core instruction (Tier I).

Complete 06/02/2022

Tonya Haygood

06/03/2022

Notes: For example...standards-based collaborative planning, literacy framework, math best practices, caring schools curriculum, and Inquiry Based on Learning instruction.

-10-25 Teams have met and worked with the school psychologists to identify and plan for their MTSS intensive/supplemental student groups. Plans have been created to monitor these groups of students.

1-25 Meetings were held to discuss student progress for students on intensive plans in grades K-5. All stakeholders were a part of the meetings.

5/23- EOY Leadership team did note that this is an indicator that we would like to continue for the 22-23 school year.

9/19/21 Academic interventions will coach, provide support and interventions through OG small groups.

Complete 06/02/2022

Tonya Haygood

06/03/2022

Notes: 10-25- OG groups implemented a set K-5th grade schedule and interventionists are meeting with students based on time/academic need.

2-8 Student progress was discussed during data days K-5.

Implementation:

06/02/2022

Evidence

6/2/2022

6/2/2022- These actions listed for the 21-22 school year have been met. However, we would like to keep this indicator for the 22-23 school year.

Experience

6/2/2022

6/2/2022- Universal screeners were utilized to identify support for students across the MTSS tiers allowing for small groups, interventions when needed, or EC support. Teachers were a part of the process and fully understood the process and protocols, and weekly lesson plans consistently show alignment to grade-level standards reflecting this understanding.

	utilized Title 1 Funds for an additional counselor position to supports students K-5. We have also utilized Title 1 Funds to support PD provided by The Lewis Consultant Group in the areas of Social and Emotional Learning and Self Care for Students and Staff. -To support the decreased unexcused absences within each building the counseling team has created a school-wide attendance challenge, daily check-ins with students, home visits/contacts, and building classroom relationships.			
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	100% of the teachers will conduct class meetings daily using the Caring School curriculum. 100% of grade-level teams will communicate with families using Dojo. The school social worker, counselor, and other support staff will provide social emotional learning strategies to help with students' emotional well being, and provide research-based interventions on a needed basis. Staff will ensure that a Child's Place and Communities in Schools are alerted to families in need. The school social worker, counselor, and other support staff will provide targeted support to decrease the unexcused absences by 50% schoolwide using absences trackers, data points, communication from all stakeholders, and needs assessments.			
Actions				
9/21/21	SS PLC will design and implement protocols to monitor effectiveness and reduce chronic absenteeism.	Complete 01/25/2022	Barry White Jr.	12/17/2021

Notes: 12-17 Teachers will hold morning and closing circles daily that align with their Caring Schools lessons.

3/31 Celebrations are happening such as a coupon for a week of attendance. If students are here for a week they can then shop for something in the counselor's treasure chest. The school counselor monitors the students who qualify for the coupon.

5-23- EOY Leadership team did note that this is an indicator that we would like to continue for the 22-23 school year.

1/25/22 Self-magement and self-efficacy

Complete 06/02/2022

Barry White Jr.

06/03/2022

Notes: -Small group pull-outs for students who need support based on the Panorama survey.

2/14/22 Caring Schools Curriculum

Complete 06/02/2022

Barry White Jr.

06/03/2022

Notes:

Implementation:

06/02/2022

Evidence

1/25/2022

- Daily monitoring of students attendance
- Communication of students absence from attendance secretary
- School counselors have established small group / social groups for students
- School counselors/social workers are in communication with families and stakeholders to ensure that students needs are being met.

Experience

1/25/2022

- Teachers are holding morning meetings and small groups of students if needed are meeting with counselor
- Teachers are implementing the SEL curriculum with fidelity
- Teams of teachers are discussing the SEL curriculum at planning each week to ensure that teachers understand the curriculum and that students are getting what they need.

Sustainability

1/25/2022

- Monitoring students attendance based on school-wide attendance program
- SEL curriculum weekly check-in at weekly PLC meeting
- Small group meetings with counselor for students who need such meetings
- Constant communication with stakeholders for all students

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	When this objective is fully met in our school, the Leadership Team will give feedback regularly and explain what was observed versus what was sought. The Leadership Team will provide a rubric/walkthrough tool that indicates what was sought in the classroom. Teachers will be able to increase academic performance within their classroom based on the data given by the administration. Student's academic test scores will also increase due to the change in the quality of instruction within their classrooms.				
<i>Actions</i>					
9/19/21	Design and deliver a reorientation to the process of unpacking standards process and protocols with PLCs.		Complete 05/13/2022	Barry White Jr.	03/28/2022

Notes: -The leadership team will establish an observation system and process for COVID responsive teaching; will analyze/share weekly EL and Envisions 2020 walkthrough data monthly to identify trends.
 -The team will identify school-based and differentiated professional development needs.
 -Establish a process for providing immediate feedback and holding coaching conversations for teachers.

-10/25: Team has implemented a walkthrough schedule at each campus with intentional "look-fors". Data is being collected using a Google Document in which each team member is stating a Glow and Grow.

12/6: First round of observations is completed. Facilitators/Coaches are working with teachers/teams to provide support where needed.

5/13: Data from Central team walkthroughs provided feedback to each campus to drive instruction and make necessary changes/adjustments to instruction that will reflect

5-23 EOY Leadership team did note that this is an indicator that we would like to continue for the 22-23 school year.

Implementation:		06/02/2022		
<i>Evidence</i>	6/2/2022 6/2/2022- The teacher walkthrough forms have provided the admin the ability to coach teachers about classroom management, lesson pacing, and standards. It has also identified trends within the classroom/teacher that has an impact on the classroom environment. Progress has been made on this indicator but it has been stated that this is one to continue to working on for the 22-23 school year. The walkthrough forms have also provided feedback for the formal observational notes.			
<i>Experience</i>	6/2/2022 The admin created a team walkthrough form that allowed the focus on glows and grows, and each team member contributed to the walkthrough form.			

Sustainability

6/2/2022 The school-wide walkthrough form focuses on glows and grows, allowing teachers to see a snapshot of what is working and something that needs improvement. While this form helps teachers and provides positive feedback as a facilitator team, we see the need for a different format that allows for quick feedback. We want to use a Google Form that would change as we progress through the year allowing teachers to see their progress. This change would foster coaching dialogue between facilitators and teachers to improve instruction, classroom management, and other areas identified through team conversations.



How it will look when fully met:	Based on the data we were able to collect for the 2020-2021 school year, we feel that some of our strengths going into this year will be: -Both school websites look the same and are updated regularly. Making the sites more user friendly and up to date. -The leadership team is consistently working with PTA to ensure that communication is pushed through to our diverse population of families utilizing a multi-lingual application called Parent Square. We want this to be the main communication tool for all our families. -Class Dojo, a multi-lingual application, is at full utilization with families connected to all classroom teachers and support staff which allows for open lines of communication. -Teachers are communicating through a weekly newsletter to families showcasing snapshot of what is being learned and what is expected of their students -Many events are planned and happening in person and via Zoom for families to attend, ie: Curriculum night -with interpreters Doughnuts for Dads Reading Rocks Celebration Dominos Pizza Nights Principal's Chat IB Run for Change Walk/Bike to School Events IB Character Recognition Ceremonies Hoop Shoot Read-a-thon/Math-a-Thon Parent University We have used (general, PTA, T1, Restart, etc.) school funds to			
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purchase

Notes: 10/25-Feedback from parents is positive and utilization is increasing as more and more parents are signing on the to platform.