

## Comprehensive Progress Report

**Mission:** Pasquotank Elementary School seeks to be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning and effective communication. We challenge ourselves to be better than we think we can be and advocate for the greater good of our diversified community. Our victory in this mission will build lifelong, confident learners who have the tools necessary for success in a changing world.

**Vision:** Pasquotank Elementary School is a place where all students are encouraged to strive for excellence academically, socially and emotionally in a safe and nurturing environment. We will form a partnership with our parents and community to maintain an environment where students are empowered to discover their strengths and to achieve their maximum potential.

**Goals:**

PES will clearly communicate academic expectations for students, teachers, and parents so that reading and math proficiency increase to a minimum of 55% by the end of the 2018-2019 school year.

The administrative team will effectively monitor classroom instruction and student achievement data to increase proficiency in reading, math, and grade 5 science to at least 55% in order to move out of low performing status,

As a school, we aspire to retain 100% of the teachers for the 2019-2020 academic school year.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PBIS- (Positive Behavior Intervention and Support)In 2017 Our school has created a school-wide approach to implement a PBIS student behavior program that promotes positive, constructive and consistent protocols for monitoring student behavior. An MTSS (multi-tiered systems report aka.. RtI/PBIS) team has been created and select members will attend district training and meetings. A school-wide matrix plan has been created and behavior expectation matrices have been placed in the classrooms, hallways, cafeteria, buses and bus loading area, computer lab, bathrooms and multi-purpose room. Teachers set classroom procedures in place the first ten days of school and model, teach, reteach, practice and reinforce them daily. Students are expected to follow the PBIS matrix in all areas of the school. PBIS positive reinforcement tickets have been created and distributed for staff to give students to reward positive behavior they see students consistently display anywhere in the building or on the school grounds .	Limited Development 10/04/2017		
<i>How it will look when fully met:</i>		Since academics and behavior compliment each other as prefaced by MTSS, PES will increase reading, math and science proficiency by increasing proficiency on benchmarks for the 2018-19 school year by 10% per benchmark.		Dana Malley	06/12/2020
<b>Actions</b>			<b>4 of 5 (80%)</b>		
	10/15/18	During the first 20 days of school PES teachers (including new hires) will provide explicit instruction and modeling throughout all content areas. This will be done in order to enhance content instruction and expectations.	Complete 04/29/2019	All Classroom Teachers	12/19/2018
<i>Notes:</i>					
	10/15/18	Teachers will implement management mini-lessons to provide explicit modeling and practice to enable students to work independently and in centers while teachers are providing small group instruction.	Complete 04/29/2019	Teachers	12/19/2018
<i>Notes:</i>		This will occur daily in ELA Classrooms.			
	10/15/18	Teachers will teach and reinforce the PBIS procedures and expectations.	Complete 04/29/2019	All Classroom Teachers	01/18/2019
<i>Notes:</i>					

10/14/17	Students will follow the PBIS matrix in all areas of the building. Teachers will refer students to the matrix before entering the hall, cafeteria, bathrooms and multi-purpose room to remind them of specific behavior expectations. Once expectations have been established, teachers will refer to matrix as needed for a reminder or to have student reflect how they should have behaved. Teachers will hand out tickets to reinforce positive behaviors they see throughout the classroom and school building.		D. Malley & H. Blackley	06/01/2019
<i>Notes:</i>				
11/15/17	Analyze multiple student data-points and use them to design instruction that meets the individual needs of students. (MTSS)	Complete 04/29/2019	Bernadine Wood-Instructional Coach/Process Manage	06/07/2019
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This year, some grade levels are self-contained. All grade levels share a common planning time and PLC day. We will implement a PES lesson plan. All teachers have not mastered this process as we have many new staff members. We are focusing on a few pieces of the lesson at a time until it is fully implemented. All teachers are being trained on how to correct utilize the voted on lesson plan format. One teacher in grade 3 & the Art teacher have attended AVID training and will be sharing and implementing AVID strategies. Our school learning focus will be; rigorous and differentiated instruction to meet the educational needs of all students, have intentional instruction that will help move the academic needle forward. We have started to meet with content teachers in Professional Learning Communities once a week. Goal: 100% of teachers will meet weekly in their PLC's and school grade level meetings specifically to increase professional capacity. Connect teachers will integrate "quick writes" into their discipline to improve literacy proficiency.	Limited Development 09/27/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Each grade level will have standards-aligned units of instruction (integrating all subjects) comprised of multiple lessons that teachers will be able to make small adjustments to. Teachers will meet consistently at least 2-3 times a week to plan/participate in PLC's/grade level planning. Overall student proficiency in all grade levels will increase (15 percentage points). In grades K-3, mClass, STAR, district benchmarks, SchoolNet, Istation, and math district & state assessments can be used to evaluate teaching and learning. In grades 4-5, Star results, SchoolNet, Benchmark Tests, Istation and EOG Scores can be used to evaluate teaching and learning.		<b>Antoinette Reid</b>	<b>06/12/2020</b>
<b>Actions</b>			<b>2 of 6 (33%)</b>		
	9/27/16	Teachers will attend the weekly PLC meetings to discuss components of the lesson plans and they will also attend the "micro pd" Learning Focused professional development training three times a month. They will also continue with the school focus of writing and reading across the curriculum.	Complete 06/08/2018	Missy Cullens, Antoinette Reid	01/12/2018
<i>Notes:</i>					

10/15/18	Teachers will attend weekly grade level meetings to discuss effectiveness of best practices implemented. There will also be an instructional focus where teachers will receive information regarding ELA and Math instruction.		Admin Team	06/07/2019
<i>Notes:</i>				
10/15/18	Teachers will use the school wide lesson plan format in order to implement whole group lessons.		SIT & Classroom Teachers	06/07/2019
<i>Notes:</i>				
10/15/18	Principal, Instructional Coach and Consultant will provide guided reading professional development to teachers who teach ELA.		B. Wood & ELA Teachers	06/12/2019
<i>Notes:</i>				
10/26/16	Teachers will create whole group and small group lesson plans for each subject two weeks in advance. These lesson plans will be turned in weekly to the administration team. Teachers will receive feedback on their lesson plans prior to executing the plans. Our district is using 9 weeks district pacing guides. We also are using the Learning Focused framework to write our standard aligned lesson plans. Our district does not use thematic units.	Complete 06/08/2018	Antoinette Reid, Bernardine Wood, LaShekia Brother	06/12/2019
<i>Notes:</i>				
10/15/18	Title 1 funds will be used to contract a Reading Coach to work with grades 4 and 5 ELA teachers. Coach will observe and model for teachers best instructional reading practices and will assist them in planning individualized instruction for their students.		Admin Team, O'Neal, Grades 4-5 ELA Teachers	06/12/2019
<i>Notes:</i>				
<b>Implementation:</b>		10/04/2017		
<b>Evidence</b>	12/20/2016 Teachers have uploaded lesson plans to the principal and coach weekly. Teachers have unpacking documents. We will continue to use funding to pay for subs and/or stipends for working on unpacking the standards.			
<b>Experience</b>	12/20/2016 Teachers have been meeting in PLC's to unpack standards and make Learning Focused lesson plans.			
<b>Sustainability</b>	12/20/2016 All PLC's and LF lesson planning will continue until the end of the school year.			

A2.07		ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		n	No Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Student support services</b>
----------------------------	---------------------------------

KEY		A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			PES is evolving into a MTSS school. Teachers are using the K-3 Formative assessments, mclass, SchoolNet, Istation to implement the tiered instructional system for small group instruction, acceleration and guided reading. In 3-5, teachers are using the benchmark, NC Check Ins, Istation and SchoolNet assessments for making flex groups in small group and acceleration instruction. All classroom teachers and Instructional Assistants are receiving weekly grade level PD sessions to learn how to differentiate instruction using guided reading, a component of the NC Comprehensive Literacy model .	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			Through the implementation of MTSS, PES will document changes in behavior and learning as a result of intervention. Integrating the approaches for academics (RTI) and behavior (PBIS) teachers will move smoothly from assessment to intervention following up with progress monitoring.		<b>Christina Stokely</b>	<b>06/12/2020</b>
<i>Actions</i>				<b>0 of 3 (0%)</b>		
	9/27/16		The instructional coach will monitor the use of mClass progress monitoring in grades K-3 weekly to ensure teachers are using data to flex students in and out of guided reading groups based on individual needs.		Antoinette Reid, B. Wood	06/07/2019

*Notes:*

10/14/17	Data will be used to guide instruction. A schedule will be implemented to deliver instruction based on individual needs of students across all tiers. This "acceleration" block allows for flexible grouping and supports driven by formative assessments, benchmarks, mClass, SchoolNet, and Istation. Chromebooks are being used in grades 3, 4, and 5. Teachers are beginning to use to the Chromebooks to integrate technology in the classroom. As we continue to grow in digital technology we will increase technology use in the classroom.		Antoinette Reid, B. Wood, Classroom Teachers	06/07/2019	
<i>Notes:</i>					
10/15/18	Teachers will use assessment data from mClass, School net, iStation, and other formative assessment platforms to select groups and targeted instructional interventions.		Classroom Teachers	06/07/2019	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Pasquotank Elementary School has a full-time counselor that facilitates individual and small group counseling and teaches classroom guidance lessons weekly, to support the social emotional and personal needs of students. Lessons will also be taught on bullying, conflict resolution, self-esteem and a variety of other subjects. A referral process is in place for students, parents and staff. An anti-bullying program has been implemented for students and staff to use. An attendance process is also in place to encourage attendance in order to increase academic achievement.	Limited Development 09/27/2016		
<b>How it will look when fully met:</b>		Teachers and students will know and understand that there is a process and procedures are in place to assist students, who are struggling with challenges that hinder their academic success. As a result, this support will create a more orderly and respectful environment, in which all students can learn and feel safe.		<b>Therisha Bennett</b>	<b>06/12/2020</b>
<b>Actions</b>			<b>1 of 5 (20%)</b>		
10/14/17	All students will learn through character education classes, the skills they need to positively impact student learning and promote healthy relationships.		Complete 04/29/2019	Valerie Caple	12/19/2018
<i>Notes:</i>					

10/15/18	Students in grades 3-5 will utilize an organizational tool (binders and agendas) in all content classes daily, to organize assignments and materials to demonstrate AVID scholarly behavior.		B. Wood, Classroom Teachers	06/07/2019
<i>Notes:</i>				
10/15/18	Teachers will utilize AVID Weekly articles and incorporate the AVID lessons.		L. Brothers, Classroom Teachers, AVID Team	06/07/2019
<i>Notes:</i>				
10/14/17	Teachers will receive instructions regarding the social, personal and emotional supports available to help redirect problem behavior and to increase attendance in order to promote academic success. Our school has incorporated an AR mentor program that pairs each student in grade 3rd-5th with a caring and supportive staff member to help them with academic, emotional, and social needs.		Valerie Caple	06/12/2019
<i>Notes:</i>				
10/15/18	Teachers will plan for the use of two-column notes by identifying opportunities to implement during instruction.		Admin Team, Classroom Teachers	06/12/2019
<i>Notes:</i>				



!	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Preparation for transition begins early in the spring. Information is gained and shared about students' current level to provide input into projected school improvement and instructional planning. There will be systems for connecting and integrating programs among grades and levels so that students, families, faculty and staff have a clear understanding of expected outcomes. Pre-K students will visit PES and rising sixth graders will visit RRMS.	Limited Development 10/14/2017		
<i>How it will look when fully met:</i>			Schedules will be created and plans will be developed and communicated.		<b>Antoinette Reid</b>	<b>06/07/2019</b>
<b>Actions</b>				<b>3 of 5 (60%)</b>		
	11/16/17	A Classroom Placement Information Guide, parent information form and letter will go home with each student, in late April, explaining how the student profile sheet and other criteria will be used to place their child for the next school year. Teachers will also fill out profile sheets to assist the admin staff in placing the students in the best learning environment. In addition, using a parent information document parents will provide information about their child's strengths and weakness to guide transition and placement for the upcoming school year.	Complete 06/12/2018	Antoinette Reid	05/31/2018	
<i>Notes:</i>						
	10/14/17	Preschool students visit kindergarten classrooms before entering kindergarten and fifth grade students will attend an orientation at the middle school.	Complete 06/08/2018	Antoinette Reid	06/08/2018	
<i>Notes:</i>						
	10/15/18	Grade 5 students will complete a profile sheet that will be used by middle school Guidance Counselors and administration to place students. Students will also visit their perspective middle schools.	Complete 06/08/2018	5th Grade Teachers, Guidance Counselor, Admin. Tea	06/08/2018	
<i>Notes:</i>						
	10/15/18	The staff meets for vertical team meetings once per month to discuss across grade levels the expectations and standards that are needed in order for students to succeed from one grade level to the next.		Admin. Team & Classroom Teachers	06/07/2019	
<i>Notes:</i>						
	10/15/18	The Exceptional Children's staff will meet with the middle school exceptional teacher coordinator to prepare 5th grade student IEPs for the transition to middle school.		EC Teachers	06/07/2019	

Notes:

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director, and District Instructional Coaches.	Limited Development 09/27/2016		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<b>How it will look when fully met:</b>		An interconnected system of leadership that will have a profound impact on student learning will be provided.	<b>Objective Met 10/17/18</b>	<b>Tracy Davenport</b>	<b>06/06/2017</b>
<b>Actions</b>					
	9/27/16	5a. Provide leadership PLC for school level teams.	Complete 06/30/2018	District Team Member	06/09/2017
<i>Notes:</i>					
	9/27/16	- Review school plans and provide coaching feedback	Complete 06/30/2018	District Team	06/09/2017
<i>Notes:</i>					
	9/27/16	Meet with Low Performing School Improvement Teams and provide coaching feedback.	Complete 06/30/2018	District Team	06/09/2017
<i>Notes:</i>					
<b>Implementation:</b>			10/17/2018		
<b>Evidence</b>		10/17/2018			
<b>Experience</b>		10/17/2018			
<b>Sustainability</b>		10/17/2018			

!	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
<b>Initial Assessment:</b>			We are meeting twice a month as a School Improvement Team.	Limited Development 09/27/2016		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			The School Improvement Team will meet twice per month. Information for the Data Team will be included during the School Improvement Team meeting to create and monitor a school-based professional development plan explicitly aligned to meet both teacher and student needs.		<b>Bernadine Wood</b>	<b>06/07/2019</b>
<b>Actions</b>				<b>2 of 4 (50%)</b>		
	9/27/16	SIT/MTSS Committees will meet twice per month to review the effectiveness of best practices being implemented.		Complete 06/08/2018	Alexis Abbott	06/08/2018
<i>Notes:</i>						
	10/14/17	Minutes will be shared via Indistar and Google to promote collaborative work to prevent the inconsistent and piecemeal use of effective strategies.		Complete 06/08/2018	Krystal Lancaster	06/08/2018
<i>Notes:</i>						
	10/15/18	Grade level teams meet weekly in PLCs to discuss and review data regarding student progress in core subjects.			Krystal Lancaster	06/07/2019
<i>Notes:</i>						
	10/15/18	Grade level chairs will display grade level data to show student progress.			Krystal Lancaster	06/07/2019
<i>Notes:</i>						
<b>Implementation:</b>				10/02/2017		
<b>Evidence</b>			10/2/2017  10/25/2016 Minutes and agenda for meetings will be recorded.			

<b>Experience</b>	10/2/2017  10/25/2016 A schedule was set up and sent to SIT members with meetings twice monthly.			
<b>Sustainability</b>	10/2/2017  10/25/2016 To maintain the schedule and meet as planned.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
----------------------------	---

!	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
<b>Initial Assessment:</b>			The school has a Connect schedule setup to allow teachers to meet in a PLC weekly and have time for collaborative planning.	Limited Development 09/27/2016		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			Teachers will meet weekly and discuss data and unpack standards with principal and/or instructional coach. During planning, teachers will learn how to create Learning-Focused lesson plans. These plans will be turned in electronically to the principal, assistant principal, and instructional coach.		<b>Antoinette Reid</b>	<b>06/07/2019</b>
<b>Actions</b>				<b>1 of 5 (20%)</b>		
	10/14/17		A school wide schedule has been created to allow all grade level and connect teachers to have common planning everyday for 45 minutes. Once weekly, one planning is designated for PLC and another for grade level reflection to analyze data and student work. Norms have been created and established for both days.	Complete 06/08/2018	Antoinette Reid	02/28/2018
<i>Notes:</i>						
	12/6/17		Principal, Instructional Coach, and District Coaches are responsible for modeling, guidance, answering questions and classroom walkthroughs. After a each classroom walkthrough, feedback will be delivered the same. Debriefing time will be provided after each classroom walkthrough.		Antoinette Reid	06/07/2019
<i>Notes:</i>						

10/15/18	Principal, Assistant Principal and Instructional Coach will complete weekly classroom walk throughs and will provide teachers with feedback within 24 hours. Teachers will use feedback to improve instruction.		Antoinette Reid	06/07/2019
<i>Notes:</i>				
10/15/18	An "Order of Operations" document will be created to specify duties and responsibilities for some of the key stakeholders in the building charged with the task of maintaining systems to increase capacity. A description will be created for receptionist, data, manager, instructional coach, assistant principal, behavior coach, guidance counselor, and principal.		Antoinette Reid	06/07/2019
<i>Notes:</i> This is an on-going process.				
10/15/18	Administrative team meets with grade level chairs to share information regarding communicating with families, instruction and instructional methods and any needs of the school.		Antoinette Reid	06/07/2019
<i>Notes:</i>				
<b>Implementation:</b>		10/02/2017		
<b>Evidence</b>	12/20/2016 Teachers have unpacking documents. Teachers have Learning Focused lessons planned from these documents. The instructional coach works with teachers during all the planning days and PLC's.			
<b>Experience</b>	12/20/2016 Teachers have use to half day planning to unpack the grade level standards. Books have been ordered and received.			
<b>Sustainability</b>	12/20/2016 There are more planning days scheduled for teachers to continue to unpack their grade level standards.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
!	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school has an intentionally designed master schedule that aligns with instructional needs to promote the effective use of mandated instructional time for math and reading. The leadership team which consists of the principal, assistant principal and instructional coach conducts weekly classroom walkthroughs. Each month there are two focuses which are shared with faculty in the form of a schedule to increase our concerted efforts to work from shared goals to greatly impact student learning. Teachers are provided feedback via google doc and individual conference follow-up.	Limited Development 10/03/2016		
<i>How it will look when fully met:</i>			The school has access to a variety of student data that allows for effective utilization when designing individualized instruction. All classrooms will become replicas of laboratories of learning, in which highly engaged students will benefit from high-yielding instructional strategies.		Antoinette Reid	06/07/2019
<b>Actions</b>				<b>1 of 5 (20%)</b>		
	10/3/16		The principal, assistant principal and instructional coach will conduct frequent walk throughs using the Learning-Focused online tool to provide teachers with immediate and explicit feedback.	Complete 06/08/2018	Antoinette Reid	06/10/2018
<i>Notes:</i>						
	10/11/16		The teachers will provide students with varied opportunities to engage in rigorous, high-interest learning activities, increasing their capacity to master college and career readiness standards.		Classroom Teachers	06/07/2019
<i>Notes:</i>						
	10/15/18		Administrative team will conduct Classroom Walk Throughs (CWT) of all K-5 classroom weekly and share feedback with teachers and other members of the administrative team regularly.		Admin Team, Classroom Teachers	06/07/2019
<i>Notes:</i>						
	10/15/18		Administrative Team will meet with beginning teachers to ensure that they are aware of the focus and requirements in terms of instruction and the workings of PES.		Beginning Teachers	06/07/2019
<i>Notes:</i>						
	10/15/18		Administrative team will meet on Mondays to discuss weekly focus of CWTs and to share commonalities.		Admin team	06/07/2019

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will develop/implement and assess tiered lessons based on individual student data aligned to grade level standards. Data will be gathered from all sources and data notebooks will be established by each teacher. Monthly, teachers will update students proficiency data on a grade level data wall. (revised 9/2017)	Limited Development 09/30/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will meet regularly to analyze data from mClass, Benchmarks, common assessments, Istation and EOG's to make decisions for the SIT and professional development needed for the staff. A Data Wall will be analyzed, reviewed, and discussed weekly. The data will be updated monthly by each homeroom teacher.		Maryann Everett	06/12/2020
<b>Actions</b>			<b>0 of 6 (0%)</b>		
10/15/18		Teachers will examine past EOGs and other assessment data to identify subjects with low scores across subgroups and target their professional development in those areas.		A. Reid, Classroom Teachers	06/07/2019
<i>Notes:</i>					
10/15/18		K-5 Teachers will post and maintain grade level data monthly and adjust as needed according to assessment data.		B. Wood, Classroom Teachers	06/12/2019
<i>Notes:</i>					
10/15/18		Teachers will use PLCs to analyze data and determine students who are advanced, proficient, below grade level, and well below grade level. Teachers will analyze multiple student data points and use them to design instruction that meets the individual needs of students.		B. Wood and Classroom Teachers	06/12/2019
<i>Notes:</i>					
10/14/17		K-5 teachers will post and maintain grade level data monthly and adjust as needed according to assessment data.		Bernadine Wood-Instructional Coach/Process Manage	06/12/2019
<i>Notes:</i>					

10/14/17	Teachers will use PLCs to analyze data and determine students who are advanced, proficient, below grade level and well below grade level. Teachers will analyzing multiple student data-points and use them to design instruction that meets the individual needs of students.		Bernadine Wood-Instructional Coach/Process Manage	06/12/2019
<i>Notes:</i>				
10/15/18	Teachers will seek out professional development in Math, Science, Literacy and Technology to increase their ability to effectively teach content.		All Teachers	06/12/2020
<i>Notes:</i>				
<b>Implementation:</b>		10/10/2017		
<b>Evidence</b>	10/10/2017			
<b>Experience</b>	10/10/2017			
<b>Sustainability</b>	10/10/2017			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>				
<b>!</b>	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			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 09/30/2016		
<b>How it will look when fully met:</b>			To recruite and retain high quality staff.		<b>Antoinette Reid</b>	<b>12/19/2018</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	9/30/16		Move toward offering conditional contracts for hard to fill positions, such as, math, EC, and science.		Tammy Sawyer	12/19/2018
<i>Notes:</i>						



Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers will have conferences with parents throughout the year to discuss academic and behavioral expectations. There will be frequent communication (newsletter, School Connect calls, marquee, teacher emails, teacher/school webpages, Facebook and teacher phone calls). At least 3 Title I parent nights will be planned throughout the school year.	Limited Development 10/03/2016		
<i>How it will look when fully met:</i>			As of September 2018 100% of our teachers will communicate with parents/guardians and provide resources/strategies to assist their children at home. As evidence we will provide samples of newsletters, documentation of parent/curriculum nights, teacher websites, screenshots of social media, and parent/communication logs.		Jessica Hathaway	06/07/2019
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	11/16/17		PES will communicate AVID strategies to parents during AVID family workshops.		Maryann Everett	06/07/2019
<i>Notes:</i>						
	10/15/18		PES will host at least three Title 1 Parent Nights where parents will learn strategies that they can use to assist their students with their education while at home. Topics will include AVID Strategies, ELA/Reading, Math and Science.		Maryann Everett	06/07/2019
<i>Notes:</i>						
	10/15/18		Teachers will send home weekly homework logs in folders to inform parents of current content and current events.		Classroom Teachers	06/12/2019
<i>Notes:</i>						
	10/15/18		Teachers will make positive and constructive contacts home via phone, email, Class Dojo, note or other modes of communication to keep parents informed.		All Classroom Teachers	06/12/2019
<i>Notes:</i>						