

Comprehensive Progress Report

Mission:

The mission of Chatham County Schools is to graduate globally competitive and confident students by providing a rigorous and relevant curriculum in a supporting, safe and nurturing learning environment.

Vision:

All members of the Pride will be valued and celebrated as individuals. Each one of us has something to contribute. Our students will recognize their own value and worth and appreciate one another's differences, become critical, creative and perceptive thinkers, and serve their families, communities and the world.

Goals:

To increase student achievement and further innovation

To increase communication and community engagement.

To adequately prepare for growth and inform future planning.

To adequately prepare for supporting quality teachers, administrators and staff

Our Grades 3-5 reading performance grade will increase from 53 to 60 by June 2020.

Our Grades 3-5 math performance grade will increase from 61 to a 70 by June 2020.

Our Black, Hispanic, Economically Disadvantaged, and our Students with Disabilities sub groups will meet their long term goals in reading and math by June 2020.



! = 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>		We have used our Guidelines for Success as a tool for student expectations throughout the school. Teachers have set classroom expectations.	Limited Development 08/22/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		School-wide procedures will be in place and taught explicitly in the first few weeks of school and on-going throughout the year as needed. There will be systematic ways to promote positive behavior in the classroom and school-wide by providing students feedback, consequences, and rewards for their behavior.		Nikki Murchison	10/30/2020
Actions			16 of 22 (73%)		
	9/26/17	The Continuum of Consequences will be presented to the staff at the Back to School Kick Off Meeting so that staff have the opportunity to ask questions and make any final suggestions.	Complete 08/21/2017	Allison Buckner	08/21/2017
		<i>Notes:</i>			
	9/26/17	The SIT Team will present the Guideline for Student Behavior to the staff at the Back to School Kick Off Meeting.	Complete 08/25/2017	Allison Buckner	08/25/2017
		<i>Notes:</i> The guidelines were posted in Canvas and teachers received copies to post in their classrooms to use as resources for teaching students routines and procedures during the first weeks of school.			
	9/26/17	The SIT Team will review and approve a set of guidelines for behavior in specific locations of the building.	Complete 08/15/2017	Brittany Teague	08/31/2017
		<i>Notes:</i> These guideline were developed and approved by SIT.			
	9/26/17	Student Major and Minor Behaviors/ and Consequences Chart is presented to and edited by SIT before its final approval.	Complete 08/22/2017	Brittany Teague	08/31/2017
		<i>Notes:</i> The Continuum was reviewed and approved.			
	9/26/17	SIT will revisit the Continuum of Consequences and see if any additional revisions are needed.	Complete 10/24/2017	Suzette Miller	10/27/2017
		<i>Notes:</i> Add a statement about mitigating aggravating circumstances to the document.			
	9/26/17	Teachers will teach and reinforce these guidelines for behavior to their students. These will also be shared with Parents at meetings as well.	Complete 10/24/2017	Jazmin Mendoza	10/31/2017

	<i>Notes:</i> Do more morning announcement snippets that leave a word out. Translate and give out at parent conferences.			
10/6/17	Behavior reflection sheet: Need a common sheet for 3-5 students Behavior Reflection. Meet with Jennifer Butler to create/edit sheet.	Complete 02/07/2018	Allison Buckner	01/30/2018
	<i>Notes:</i> Jennifer sent it out on Oct. 6 to SIT reps. Asked for feedback. Also sent out K-2 form. Discussed edits needed at 10-24 SIT meeting. Teachers will begin using finalized sheets during 2nd Semester.			
8/6/18	Administration team will receive training on Restorative Practices	Complete 11/01/2018	Sarah Chicchi	11/01/2018
	<i>Notes:</i> Both Ms. Chicchi and Mrs. Murchison received a 3 1/2 hour introduction to Restorative Practices at the 2018-19 opening meeting for administration. Additionally, Mrs. Murchison attended a two-day training on Sept. 5 and Sept. 7. Ms. Brislin, the VCE school counselor, attended two days of professional development			
8/6/18	K-2nd grade teachers will implement the Second Step social-emotional curriculum	Complete 02/15/2019	Christina Brislin	03/19/2019
	<i>Notes:</i> K-2 teachers use the Second-Step curriculum weekly and refer to specific lessons as reminders for students, as needed.			
8/6/18	All staff members will receive videos and articles in the form of self-paced modules to introduce Restorative Practices	Complete 08/30/2019	Sarah Chicchi	04/30/2019
	<i>Notes:</i> The district plans to push out this module.			
9/13/19	All staff will know and apply the PBIS Expectations, Continuum of Consequences, and Major/Minor Behaviors.	Complete 08/30/2019	Nikki Murchison	08/23/2019
	<i>Notes:</i> Mrs. Murchison sent out a Google survey on 8/24/19 to identify staff in need of the Lion Cub Creed, Classroom Expectations, as well as their level of knowledge of PBIS. Four teachers responded and their visual needs were addressed. At the 9/3/19 staff meeting, Mrs. Murchison presented information about Educator's Handbook which included major and minor behaviors, the continuum of consequences, and how to use the platform to document major and minor behaviors. A PBIS folder was shared with all staff containing PBIS expectations across all areas, the continuum of consequences, Lion Cub Creed, Behavior Specific Expectations, and lesson plans to explicitly teach the PBIS expectations the first two weeks of school.			
9/13/19	All staff will be trained on Educators Handbook (system for documenting behaviors).	Complete 09/03/2019	Nikki Murchison	09/24/2019

	<i>Notes:</i> Certified staff were trained on 9/3/19 and classified staff were trained on 9/4/19.			
9/13/19	The PBIS/SEL team created lessons for every area of PBIS expectations to be taught the first few weeks of school.	Complete 09/03/2019	Nikki Murchison	09/24/2019
	<i>Notes:</i>			
9/13/19	All administration, coaches, K-5 teachers and Media Specialist will attend the CHAMPS professional development	Complete 08/22/2019	Nikki Murchison	09/24/2019
	<i>Notes:</i>			
8/6/18	The MTSS Behavior Team will write lesson plans to be taught by all staff the first few weeks of school to teach behavioral expectations.	Complete 09/27/2019	Nikki Murchison	09/27/2019
	<i>Notes:</i>			
8/6/18	Create a MTSS Behavior Team to meet monthly comprised of a grade level representative, Specialist, administration, and School Counselor.	Complete 08/22/2019	Nikki Murchison	09/30/2019
	<i>Notes:</i> The MTSS Problem-Solving team meet weekly (as needed) with teachers who expressed concern about a students' behavior AND who had followed the continuum of consequences, including documented parent contacts and office referrals.			
9/13/19	An EC teacher (Maddie Allsup) will attend the Tough Kids training		Nikki Murchison	11/26/2019
	<i>Notes:</i>			
9/13/19	All Instructional Assistants and Specialists/Support Staff will attend a half-day training on CHAMPS.		Nikki Murchison	01/28/2020
	<i>Notes:</i>			
9/13/19	The admin/coaching team will create, share, and collect walkthrough data on the implementation of expectations and procedures.		Nikki Murchison	01/28/2020
	<i>Notes:</i> The PBIS Google Walkthrough survey was shared at the 9/17/19 staff meeting. The admin/coach team will calibrate their responses, analyze the data monthly, and share it with staff.			
9/13/19	K-5th grade teachers will teach the 2nd Step Curriculum		Nikki Murchison	01/28/2020
	<i>Notes:</i>			
9/13/19	The PBIS/SEL team will meet monthly to support implementation, monitor impact, and sustain practice of positive behavior and social-emotional learning.		Nikki Murchison	05/24/2020
	<i>Notes:</i>			
8/6/18	The MTSS Behavior Team will learn about Restorative Practices through professional development		Nikki Murchison	05/30/2020

Notes: Staff facilitated several Restorative Practice circles, but more PD is needed.

Implementation:		02/07/2018		
Evidence	2/7/2018 I have uploaded copies of the Behavior Reflection sheets to the folder. I will also ask teachers to provide a sample of student sheets to show as examples.			
Experience	2/7/2018 We have created Behavior Reflection sheets and tailored them to grade level students needs. Teachers have modeled their use in class so that students can self-reflect. All grade levels are implementing the sheets and have much improvement in student behavior.			
Sustainability	2/7/2018 Discuss at SIT meetings at least 2 times a year and provide opportunities to modify as needed. Ask veteran teachers to train new teachers on using the form. Brainstorm new ways to celebrate student behavior so that we don't lose momentum.			
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To
Initial Assessment:	All returning staff have a foundation in growth mindset. Scoreboarding to track data occurred last year in most classrooms. Classes in 3-5 last year received a brief growth mindset pep session before EOG testing. Individual students set WIGS and tracked strategies. Students are hearing language related to growth mindset throughout the building.	Limited Development 08/22/2017		
How it will look when fully met:	Staff will praise learner effort and product as opposed to praising the student as a person. Staff will provide frequent specific feedback to students.		Sarah Chicchi	06/22/2020
Actions		7 of 10 (70%)		
10/6/17	Instructional Leadership Team will edit a walkthrough form shared by Darlene to use to evaluate growth mindset language and techniques being used on a regular basis by teachers in class.	Complete 10/27/2017	Allison Buckner	10/01/2017
Notes: Use Darlene's info to create walkthrough form.				

10/6/17	Instructional Leadership Team will share the results collected (not including teacher name) through the Growth Mindset walkthrough form on monthly basis. Results will be used to target future PD in Growth Mindset.	Complete 12/15/2017	Brittany Teague	01/30/2018
<i>Notes:</i>				
9/26/17	A celebration menu will be compiled and shared with Staff for us to use with students. Share at October staff meeting.	Complete 03/27/2018	Heidi Gaines	03/28/2018
<i>Notes:</i> Found celebration menu on website to share.				
10/6/17	Each month Ms. Buckner will share Growth Mindset reflections, activities and lessons with the staff from the "Growth Mindset Coach" by Anne Brock and Heather Hundley.	Complete 12/15/2017	Allison Buckner	05/31/2018
<i>Notes:</i> PD materials uploaded to Canvas.				
10/6/17	All Growth Mindset content, activities and lessons will be posted on the school's Canvas course so that it is easily accessible to teachers.	Complete 06/18/2018	JoAnna Massoth	08/31/2018
<i>Notes:</i> Added half day PD to Canvas 10-3-17. Task completed, unable to sign off because would mark Indicator as complete. Discuss at August meeting if this Indicator is fully implemented.				
8/6/18	School will hold 2 Awards Ceremonies this year to celebrate Effort and Growth.	Complete 11/27/2018	Sarah Chicchi	11/20/2018
<i>Notes:</i> Our first Awards Ceremony will be on December 7 beginning at 2 pm and the second awards ceremony will be in the spring of 2019 after the 3rd nine weeks.				
8/6/18	Staff members will participate in a AVID Growth Mindset professional development opportunity	Complete 09/26/2018	Sarah Chicchi	01/30/2019
<i>Notes:</i> An AVID Growth Mindset PD was provided on September 26 from 3:30-5:15 pm.				
9/13/19	All K-5 students will their own track data either by individuals or by class.		Krystal Pister	01/28/2020
<i>Notes:</i>				
9/13/19	The PBIS/SEL team will meet monthly to support implementation, monitor impact, and sustain practice of positive behavior and social-emotional learning.		Nikki Murchison	02/24/2020
<i>Notes:</i>				
9/13/19	The PBIS/SEL team will create a system for schoolwide celebrations based on behavior data including how to reteach those who did not meet behavioral expectations		Nikki Murchison	03/21/2020
<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>		Grade level PLC teams meet weekly to develop units and lessons; this planning also occurs at other times during the week. Teams create pre and post formative assessments and use results to guide instruction. We aim to increase consistency in this process as we implemented pre and post assessments in math last year but ELA begins this year and is one of our main PLC goals. Some grade levels build units that are based on standards and delivered based on their schedule.	Limited Development 08/26/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will use end of unit assessments in math and a monthly assessment in reading to drive our instructional planning and identify students who are not meeting proficiency goals. This will help to determine the need to place a student on a Tier plan or provide further intervention.		Sarah Chicchi	06/09/2020
Actions			5 of 7 (71%)		
9/13/16	At PLC Meetings, all 1st-5th grade teachers will collaborate to create at least 7 reading assessments (approximately one per month October-May) that target the standards that each team has been teaching that month and focus on question stems based on TRC format. Passages will be selected from SchoolNet.	Complete 12/05/2016	Grade level SIT reps	10/28/2016	
<i>Notes:</i> 2nd grade has created and administered a reading assessment. Other grades are in various stages of the writing and scoring process.					
8/6/18	Teachers will use weekly PLC time to unpack new standards and ensure alignment to instruction.	Complete 10/30/2018	Jenna Moody	10/30/2018	
<i>Notes:</i> Jenna Moody, ELA Instructional Coach, and Krystal Pister, Math Instructional Coach, meet weekly with grade level groups to plan standards-based instruction.					
8/6/18	Utilize district provided pacing guides and explore district units of instruction to plan standards aligned units and lessons.	Complete 04/25/2019	Nikki Murchison	03/30/2019	
<i>Notes:</i> This was accomplished during bi-weekly planning sessions with our ELA and Math coaches.					
8/6/18	Teachers will participate in professional development on the new ELA and math standards.	Complete 03/29/2019	Krystal Pister	03/30/2019	

	<i>Notes:</i> Teachers participated in a math standard specific professional development during a required workday at the beginning of the 2018-19 school year.			
8/6/18	Classroom teachers will be provided 3 planning days to develop units and ensure that all standards are covered for this year and aligned to the NC CheckIn schedule.	Complete 05/28/2019	Nyree Sullivan	05/28/2019
	<i>Notes:</i> Certified staff received 3 planning days to unpack standards, develop their units of study, gather resources, and analyze quarterly data trends.			
9/13/19	Teachers will plan instruction based on data discussions during weekly PLC meetings.		Nyree Sullivan	03/24/2020
	<i>Notes:</i>			
9/13/16	Teachers in PLC teams will create/edit pre and post assessments to measure student proficiency.		Grade Level PLC Teams	05/30/2020
	<i>Notes:</i> All grade levels are creating/editing end of unit/module assessments in math.			
Implementation:				
Evidence	5/5/2017 I have uploaded examples of collaboratively created pre/post assessments and a data entry spreadsheet. Teachers discuss student results independent of PLC meetings and actively use the data to guide their instruction and plans.			
Experience	5/5/2017 We have been working for 18 months using the DuFour PLC method to create collaboratively, administer with fidelity and analyze pre and post assessments for every math unit of study. We have also analyzed reading comprehension data results from county wide reading benchmarks.			
Sustainability	5/5/2017 We will need to fine tune the pre/post assessments from this year. We have made notes and revisions as we administered them, many for the 2nd year, and will continue this process as part of our PLC meetings and grade level planning sessions.			

	A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In previous years the staff has read Engaging Students with Poverty in Mind and Teach Like a Champion to develop more strategy based techniques to impact student achievement. We have started the process of basing Intervention groups on Kid Talks discussions.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		Planning, monitoring, and evaluation strategies will be explicitly taught and modeled as part of regular instructional practice. Systems for routines and procedures for learning will be in place. Students will be able to self-select the best strategies for their individual learning.		Melissa Day	06/08/2020
<i>Actions</i>			12 of 16 (75%)		
10/6/17		Teachers have modeled routines and procedures specific to their classroom. They have also taught the Learning Environment Expectations with all students.	Complete 12/12/2017	Lisa Kundig	12/12/2017
		<i>Notes:</i> Revisit until all classrooms have routines and procedures set in their classrooms. Poll at SIT team meeting until all grade levels and specials teachers come to consensus that students understand expectations.			
10/11/17		As a school and as individual classrooms, we will set goals, identify strategies, monitor the use of these strategies, and track progress towards the goal. Goals will be based on the number of minutes students are reading independently and the students' proficiency on math application problems using the RDW strategy.	Complete 04/24/2018	Chris Bowling	04/27/2018
		<i>Notes:</i> Yes, all grades 1-5 are implementing this strategy. Ms. Norwood is collecting samples from teachers.			
10/6/17		Individual Teachers struggling with establishing learning routines will be provided tiered support-- Tier 1: Team, Tier 2: Instructional Coaches, Tier 3: Administrative Team.	Complete 05/22/2018	Chris Bowling	05/31/2018
		<i>Notes:</i> Info shared at Leadership Team Meeting. Spreadsheet with Coach/Admin communication regarding progress updated monthly.			
10/11/17		All teachers will teach multiple strategies for solving mathematics problems. This will expose students to multiple strategies and enable them to pick the strategy that is most effective and efficient for them.	Complete 05/22/2018	Dorette McKenzie	05/31/2018
		<i>Notes:</i>			
8/6/18		Administration will order AVID notebook materials for 4th and 5th graders and planners for 3rd-5th graders.	Complete 08/24/2018	Sarah Chicchi	08/27/2018
		<i>Notes:</i> AVID materials and planners were ordered in the summer of 2018 and delivered to classrooms upon teachers' return.			

8/6/18	4th and 5th Grade teachers will attend the AVID Summer Institute in Philadelphia to learn about AVID elementary implementation.	Complete 08/27/2018	Sarah Chicchi	08/28/2018
	<i>Notes:</i> The following 4th and 5th grade teachers attended the AVID Summer Institute: Dorette McKenzie, Melton Hardy-Powell, Celeste Helewski, Chelsea Gaudette, Heather Leggett, and Andrea Seward.			
8/6/18	4th and 5th grade teachers will utilize color-coded AVID notebooks and planners.	Complete 09/17/2018	Nyree Sullivan	09/27/2018
	<i>Notes:</i> 4th and 5th grade teachers met in the summer of 2018 to select color-coded notebooks per subject area. Each 4th and 5th grade student was provided a planner.			
8/6/18	Teachers will learn about the AVID WICOR strategies and plan to use the strategies in lessons.	Complete 11/14/2018	Nyree Sullivan	12/20/2018
	<i>Notes:</i> On November 14, 2018, K-3 and Specials teachers received AVID PD, including the use of WICOR strategies.			
8/6/18	The school walkthrough tool will collect data on observed WICOR strategies and the data will be shared with the School Leadership Team.	Complete 11/27/2018	Nyree Sullivan	02/01/2019
	<i>Notes:</i> The VCE digital walkthrough tool includes the WICOR strategies. The March 2019 SLT meeting will include an analysis of our walkthrough data.			
8/6/18	Teachers will receive AVID training on note-taking.	Complete 02/27/2019	Nyree Sullivan	02/27/2019
	<i>Notes:</i> Donna, our AVID Coach, embedded note-taking instruction into her two visits to VCE during the 18-19 school year.			
8/6/18	4th and 5th grade teachers will implement AVID note-taking in their classrooms this year. K-3rd will implement AVID note-taking the following year.	Complete 11/27/2018	Sarah Chicchi	04/22/2019
	<i>Notes:</i> 4th and 5th grade teachers currently use two-column notes in addition to other WICOR strategies designed to organize information.			
9/19/19	Every staff member will include a PDP goal that relates to AVID implementation.	Complete 10/04/2019	Sarah Chicchi	09/24/2019
	<i>Notes:</i>			
10/6/17	Teachers will teach, use and monitor schoolwide strategies that are implemented such as SLANT, positive behavior management strategies, the new school student expectations, strategies from our Kinsella work for Academic conversations, and new AVID strategies that we are learning.		Nyree Sullivan	03/24/2020
	<i>Notes:</i> -4Ls -STAR -RWD			

9/13/19	Staff will participate in monthly AVID strategy of the month professional development.		Nyree Sullivan	04/28/2020
<i>Notes:</i>				
9/13/19	Coaches and administration will monitor lesson plans to ensure every staff member implements the strategy of the month at least once monthly.		Nyree Sullivan	04/28/2020
<i>Notes:</i>				
9/29/19	The AVID Site Team will utilize the AVID Implementation Rubric and monthly action step plan to ensure AVID implementation.		Nyree Sullivan	05/27/2020
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This year we have focused on putting supports in place to address needs that have been identified in core instruction. Support staff such as ESL and Reading Specialists will push into classes during Guided Reading and Math to support core instruction. We have identified several places that we'd like to focus on improving core instruction and creating alignment such as implementing EngageNY Math in grades K-5 and Empowering Writers school-wide. We are using Title I funds to employ an additional 50% Literacy Coach to focus on Grades 3-5, a 70% Math Coach to focus on grades 3-5 and a 50% Literacy Coach to focus on K-2, a full time ESL teacher and two part-time Reading Tutor. All of these support staff members assist teachers in delivering effective core instruction and support teachers who may be new to the school or those struggling with implementing effective practices. We also have other strategies in place to support Core Instruction. The district will provide a part time coach this year to support our beginning teachers and there is a plan in place to support visiting teachers (VIF, EPI). Teachers have 5 half-days to plan with their team and develop lessons aligned to core instruction.	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>		The school has clearly defined instruction and protocols for reading, math, and behavior in Tiers I, II, and III and staff implements this with fidelity. Systems are in place to measure the effectiveness of our tiered instruction and data is reviewed frequently to determine appropriate movement within the tiered system as needed. Systems are in place to determine if issues reside with curriculum or specific teaching practices.		Nyree Sullivan	05/25/2020
<i>Actions</i>			27 of 33 (82%)		
	9/29/16	All K-5 teachers, ESL Teachers and EC Teachers will receive training in the Empowering Writers Curriculum.	Complete 08/25/2016	Jenna Moody	08/26/2016
<i>Notes:</i>		Teachers attended training on Aug. 23 and 25.			
	9/29/16	Teachers will have a session with Darlene Reap Klosty about how to dig deeper with mClass data to determine how Core Instruction needs to be modified to meet each group of students' need and appropriate Tier 2 and Tier 3 interventions based on their mClass achievement. The teachers will repeat this analysis in their PLC after MOY.	Complete 09/30/2016	Darlene Reap Klosty	09/30/2016

	<i>Notes:</i> PLC meetings were help to learn how to dig deeper with mClass data. Darlene led the discussions and answered questions. Sept. 29 and 30			
9/29/16	Advanced Recipe for Reading skills and strategies will be launched in 4th and 5th grade. Teachers will be focusing on word parts and meanings in Core Instruction in these grade levels. Instructional challenges and celebrations will be shared at PLC Team Meeting twice a month.	Complete 02/20/2017	Jenna Moody	11/14/2016
	<i>Notes:</i> Jenna has left the school and Lisa Barrile has taken over creating the advanced Recipe for Reading lesson plans. Lesson plans are focused on grammar, syntax, semantics and vocabulary. ESL teachers and core 4/5 teachers recently attended a PD by Kate Kinsella and learned about using sentence frames and other strategies to meet the needs of our ELL students. They will be presenting this info at a staff meeting and integrating it into Advanced Recipe for Reading plans in the future.			
9/13/16	Teacher will attend Number Worlds training. This program is designed to be used for Tier 2 and Tier 3 math interventions. Teachers will return and share ideas at PLC meetings.	Complete 09/23/2016	EC teachers and selected 2-5 teachers	11/16/2016
	<i>Notes:</i> Selected teachers attended Number Worlds training on September 21, 2016. 3rd and 4th grade Tier 3 teachers will implement the resources when they arrive.			
9/13/16	Teachers will identify students who are consistently scoring well below proficient on their reading and/or math post-assessment. This data will be kept and reviewed at PLC meetings.	Complete 12/05/2016	Grade level PLC teams	11/18/2016
	<i>Notes:</i> Review student names to see if level improves, select interventions from research-based options: Number Worlds, Hill Rap, Classworks, Do the Math. Teachers have added students to a shared spreadsheet and added info about interventions.			
9/29/16	Twice a month, K-2 PLC teams will meeting to discuss the Engage NY curriculum and students' math achievement. During this time, teachers will be discussing essential skills, concepts and strategies to be taught and analyzing student learning.	Complete 11/22/2016	JoAnna Massoth	06/09/2017
	<i>Notes:</i> We recently updated this to once monthly, although during a recent meeting we decided to merge one of our meetings with the problem solving meeting as we discuss math curriculum and student achievement. In this way we are still discussing EngageNY 2 times a month and discussing implementation.			
12/11/17	We will hire an additional English-as-a-Second Language Teacher. With so many of our students qualifying for ESL services, it is difficult to meet every student's needs with our current staff. This position will allow our ESL students to receive additional, more differentiated instruction.	Complete 08/18/2017	Allison Buckner	09/01/2017

	<i>Notes:</i> Teresa Davis was hired for this position and is working with 4th and 5th grade students.			
12/11/17	Hire reading tutors to help provide additional reading support to students reading below grade level.	Complete 10/16/2017	Allison Buckner	10/02/2017
	<i>Notes:</i> Pearl Herndon (13 hours a week) Pam Stone (19 hours a week) Both of these individuals are retired Reading Specialists who are familiar with Recipe for Reading and mClass.			
10/6/17	Provide training for teachers who will be implementing Tier 2 and Tier 3 interventions.	Complete 03/27/2018	JoAnna Massoth	01/30/2018
	<i>Notes:</i> HELPS, Do the Math, Number Worlds, RACE as needed.			
4/17/17	We will complete the VCE Intervention Matrix which describes the specific Reading and Math Tier 2 and Tier 3 interventions for each grade level and area of need.	Complete 04/20/2018	JoAnna Massoth	05/29/2018
	<i>Notes:</i> This will be completed during PLC and grade level meetings. Completed during coach meeting in April. CCS MTSS team will communicate county alignment plan.			
10/6/17	We will create and implement a schoolwide system for intervention instruction for students needing Tier 1 and Tier 2 interventions in math and reading. Students will be grouped based on post-assessment data for a 5-10 cycle focusing on a specific math strand or reading standard. Students who do not need additional instruction will receive enrichment extension activities that will stretch their learning.	Complete 05/22/2018	Brittany Teague	06/08/2018
	<i>Notes:</i>			
10/6/17	Implement use of EngageNY Math curriculum materials in grades 3-5 during 2017-18 school year to provide vertical alignment and academic rigor in math.	Complete 12/12/2017	JoAnna Massoth	06/08/2018
	<i>Notes:</i> Aligned to CCS pacing guide. Aligned to NC Check-Ins.			
12/11/17	We will hire one class-size reduction teacher to alleviate large class sizes. This will allow students to get more individualized attention and will make it more manageable for teachers to differentiate instruction.	Complete 09/17/2018	Sarah Chicchi	08/17/2018
	<i>Notes:</i> Jarrett Corder was hired to as a class size reduction position.			
8/6/18	In order to help plan lessons aligned to the new math standards and to provide on-going math instruction coaching, we will use federal money to fund a full-time math coach.	Complete 08/17/2018	Sarah Chicchi	08/17/2018
	<i>Notes:</i> A full-time math coach was hired in the summer of 2018.			

8/6/18	We will use federal money to fund a full-time School Improvement Specialist, who will help support the MTSS process within the school.	Complete 09/17/2018	Sarah Chicchi	08/17/2018
<i>Notes:</i> A school improvement specialist was hired in the summer of 2018.				
8/6/18	A master schedule will be created by the Scheduling Committee to allow for Tier I, II, and III academic instruction.	Complete 09/17/2018	Sarah Chicchi	08/17/2018
<i>Notes:</i> A master schedule was created and shared with staff. Each grade level has an "Intervention/Enrichment Time" daily.				
8/6/18	Math and Literacy coach will provide teachers framework for math and literacy reteaching and practice during Intervention/Enrichment time.	Complete 10/01/2018	Nyree Sullivan	09/01/2018
<i>Notes:</i>				
8/6/18	Teachers will receive training on iReady and Ready math program and materials.	Complete 10/22/2018	Krystal Pister	09/15/2018
<i>Notes:</i> Teachers received in-house iReady and Ready math training.				
8/6/18	Grade level teams will collaboratively plan units and lessons aligned to the standards in order to create cohesion among grade levels.	Complete 10/01/2018	Jenna Moody	09/30/2018
<i>Notes:</i> Grade levels meet weekly with instructional coaches to plan standards-based units of instruction. Additionally, they are provided one full day of planning a 9 weeks periodl				
8/6/18	Administration and coaching team will review lesson plans weekly and provide feedback.	Complete 10/15/2018	Nyree Sullivan	10/15/2018
<i>Notes:</i> Administration and coaches meet weekly to discuss lesson plan trends. Additionally, each of the 5 members take a specified teacher group to review lesson plans and provide feedback.				
8/6/18	Reading specialists and ESL teachers will meet together to identify groups and instruction for Intervention/Enrichment time.	Complete 10/15/2018	Jenna Moody	10/15/2018
<i>Notes:</i> Our first "Kid Talk" day was October 14. Darlene, CCS MTSS IPF, facilitated the talks with reading specialists, ESL teachers, coaches, and administration.				
8/6/18	Administration and coaching team will conduct walkthroughs using the school walkthrough form with the goal being each teacher experiencing a walkthrough bi-monthly. Schoolwide data trends from walkthroughs will be shared with SLT.	Complete 11/27/2018	Sarah Chicchi	10/30/2018
<i>Notes:</i> Administration and the coaching team conduct walkthroughs using the VCE walkthrough form.				
8/6/18	We will have a clearly defined framework for effective math and literacy blocks (Tier I/Core) throughout the school.	Complete 10/15/2018	Krystal Pister	10/30/2018
<i>Notes:</i> The ELA and math coach have created and disseminated explicit frameworks.				

10/9/17	Students will be identified and targeted for the Y Learning Afterschool Tutoring Program.	Complete 11/20/2018	Nikki Murchison	11/06/2018
	<i>Notes:</i> Students were identified for the Y Learning Afterschool Program. The program is set to begin on 12/3/18 with 12 students and 2 teachers.			
8/6/18	Teachers will use the iReady and Ready math materials according to plans generated during PLCs.	Complete 11/20/2018	Krystal Pister	11/20/2018
	<i>Notes:</i> Teachers use iReady and Ready math materials collaboratively located and linked into weekly lesson plans.			
8/6/18	Administration and coaching staff will provide walkthrough feedback to individual teachers in the form of emails or FlipGrids.	Complete 03/29/2019	Nikki Murchison	03/30/2019
	<i>Notes:</i> Walkthrough feedback was provided via emails and screen videos.			
5/5/18	Complete the North Carolina Self-Assessment of MTSS Implementation.	Complete 05/22/2019	Nikki Murchison	05/22/2019
	<i>Notes:</i> Darlene facilitated our completion of the NC Self-Assessment of MTSS Implementation.			
8/6/18	The school will start a Breakfast Brainiacs club for students identified in needing additional math or reading support. Our African American subgroup will receive priority		Krystal Pister	01/05/2020
	<i>Notes:</i> Ms. Pister has been covering two 4th grade classes due to a maternity leave and a medical leave. She reported at the 2/19 SLT meeting that Breakfast Brainiacs hasn't progressed as much as she would like due to these factors. She was, however, able to tutor a few students in the mornings. We still have work to do to get Breakfast Brainiacs off and running			
9/13/19	Teachers will use weekly data driven PLCs to deliver instruction aligned with the individual needs of students.		Nyree Sullivan	03/24/2020
	<i>Notes:</i>			
9/13/19	Data PLC meetings will use the same discussion protocol for each meeting.		Nyree Sullivan	04/28/2020
	<i>Notes:</i>			
9/29/19	The administration and coaching team will discuss framework and professional development plan for next year's small group instruction in reading.		Jenna Moody	05/27/2020
	<i>Notes:</i>			
9/29/19	The coaching and administration team will collect walkthrough data specifically on small group reading instruction in order to prepare for small group instruction professional development next year.		Jenna Moody	05/27/2020
	<i>Notes:</i>			

10/22/18	EC teachers will receive feedback on the fidelity of their research-based programs.		Nikki Murchison	05/30/2020
<i>Notes:</i>				
A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Currently our EC team does not meet regularly.	Limited Development 09/13/2019		
<i>How it will look when fully met:</i>	The quality of teaching in the general education classroom is comparable to that in the EC classroom for students with disabilities. All students at risk for failure have IEPs that are specific to student needs, regularly monitored, and adapted as needed. The EC team will meet regularly as a PLC to problem-solve and share ideas. EC teachers and general education teachers collaborate during planning and data discussions to modify classroom instruction and interventions to sustain successful student outcomes.		Glory DePaolo	05/24/2021
Actions		1 of 4 (25%)		
9/13/19	Administration and EC teachers determine the scheduling for EC students within the master schedule to allow for the protection Core time	Complete 09/09/2019	Glory DePaolo	11/26/2019
<i>Notes:</i>				
9/13/19	Problem solving with EC staff (including related service providers, program facilitators, and administration) to discuss EC student needs and supports during PLC twice a month		Glory DePaolo	03/24/2020
<i>Notes:</i>				
9/13/19	EC team will discuss progress monitoring and analyze data at the school-level quarterly		Glory DePaolo	03/24/2020
<i>Notes:</i>				
10/2/19	During EC PLC meetings, number knowledge data collected through the Number Worlds program will be analyzed.		Glory DePaolo	05/30/2020
<i>Notes:</i>				

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have the Leader in Me schoolwide as our Tier 1 intervention. Monthly lessons from the counselor based on student needs. PreK uses Conscious Discipline curriculum. We recently revised our Guidelines for Success and behaviors that are considered major and minor (handled in classroom and office). Some teachers have additional strategies to address behavior concerns such as "Cozy Corner". Behavior specialists are available on an as-needed basis for specific Tier 3 behavior issues. Classrooms utilize positive behavior supports such as Class Dojo or a clip system.	Limited Development 08/22/2016		
How it will look when fully met:		Students and staff understand everyone has emotions that are prompted by different situations and are expressed in different ways. Staff both models and guides students to express emotions in appropriate ways.		Cassidy Foushee	05/25/2020
Actions			14 of 19 (74%)		
	9/15/16	Students will receive direct instruction and practice in coping skills as a Tier 1 Intervention strategy.	Complete 12/05/2016	Butler and Homeroom Teachers	09/23/2016
	<i>Notes:</i>	Teachers receive monthly Prezi's covering a topic such as stress relief and other topics that will help them emotionally and behaviorally.			
	9/29/16	Teachers will contact Jennifer Butler to create Tier 2 Behavior Intervention plans for students. These plans may involve mentoring, an individualized behavior plan, a meaningful job or other research based practice.	Complete 01/27/2017	Jennifer Butler	10/21/2016
	<i>Notes:</i>	Teachers have contacted Jennifer Butler, school counselor, as needed and also at their quarterly checkins to create behavior plans for students as needed. Plans are consistent, in place and are being monitored by the teacher, counselor and administration.			
	9/29/16	The MTSS team launched the new Guidelines for Success, which are integrated with the 7 Habits, as a Tier 1 behavior intervention. Teachers will use these guidelines to develop routines and procedures.	Complete 09/29/2017	Allison Buckner	08/24/2017
	<i>Notes:</i>				
	11/8/17	All Kindergarten Teachers will receive training in the implementation of Steps to Respect, a social skills program for young children.	Complete 08/25/2017	Cassidy Foushee	09/07/2017
	<i>Notes:</i>				
	10/6/17	One of the behavior specialists will present a PD session which will focus on teaching teachers de-escalation strategies to use in the classroom which will strengthen our Core practices.	Complete 10/17/2017	Heidi Hayes	10/31/2017

	<i>Notes:</i>			
3/7/18	Students who are in need of a Tier 2 Behavior Intervention Plan will be discussed at a Kid Talks meeting specific to their needs. Teachers will receive training on implementing a Tier 2 Behavior Intervention Plan and tracking success. A date will be set during the meeting for follow up regarding the success of the plan and any changes that are needed.	Complete 04/27/2018	Nyree Sullivan and Jenna Moody	05/25/2018
	<i>Notes:</i> Kid Talk on March 2, 2018 specifically targeted Tier 2 Behavior Intervention Plans.			
9/15/16	A list of students who need more targeted Tier 3 behavior interventions from an In-School Therapist will be created and parent permission will be obtained for them to be referred.	Complete 06/08/2018	Buckner, Bowling, Butler and Scholle	06/16/2018
	<i>Notes:</i> Targeting students whose behavior impedes their learning or the learning of others and for whom Tier 2 interventions have not been effective.			
9/30/18	We will use the Talking Points app schoolwide to communicate with parents about positives or areas of growth.	Complete 10/30/2018	Jazmin Mendoza	10/30/2018
	<i>Notes:</i> Jazmin facilitated a 30-minute PD session on how to access and use Talking Points. What is the ratio of + to - communication with Talking Points?			
8/6/18	The MTSS Behavior team will meet monthly to provide ideas for Tier II and Tier III behavior support.	Complete 10/22/2018	Christina Brislin	11/20/2018
	<i>Notes:</i> VCE's School Improvement Specialisy, Nyree Sullivan, arranges monthly meeting agendas for the MTSS Behavior team and finds coverage for the classroom teacher of said students.			
8/6/18	Administration will receive training on Restorative Practices	Complete 09/05/2018	Sarah Chicchi	11/20/2018
	<i>Notes:</i> Mrs. Murchison received two full days of training on Sept. 5 and Sept. 7.			
8/6/18	K-2 classroom teachers will receive and materials to implement the Second Step curriculum in their classrooms.	Complete 10/29/2018	Christina Brislin	12/20/2018
	<i>Notes:</i>			
8/6/18	School counselor and Communities in Schools representative will structure their schedules using data to provide Tier II and III behavioral interventions as needed.	Complete 10/22/2018	Jazmin Mendoza	02/20/2019
	<i>Notes:</i>			
8/6/18	Staff will become familiar with information regarding Restorative Practices by completing self-paced modules.	Complete 03/01/2019	Nikki Murchison	03/02/2019
	<i>Notes:</i> The district plans to push-out a module in the near future.			

10/6/17	The Student Services Support Team will meet weekly to address high needs students on their caseloads and to coordinate services and teacher support.	Complete 03/01/2019	Jazmin Mendoza	05/31/2019
<i>Notes:</i> The Student Support Team consisted of the school social worker, CIS student specialist, school counselor, and (ideally) an administrator. They met weekly to discuss the on-going needs of students and to coordinate services for these students.				
9/13/19	Staff will watch the Resilience documentary and discuss as a team to learn about Adverse Childhood Experiences.		Nikki Murchison	11/26/2019
<i>Notes:</i>				
9/13/19	Staff will attend a training about trauma informed practices or instruction.		Nikki Murchison	01/28/2020
<i>Notes:</i>				
9/13/19	The school will create and use a sensory room (using Restart funds) under the guidance of EC staff and our Occupational Therapist.		Glory DePaolo	01/28/2020
<i>Notes:</i>				
9/13/19	K-5 students will receive instruction from the 2nd Step program.		Nikki Murchison	01/28/2020
<i>Notes:</i>				
9/13/19	The PBIS/SEL team will meet monthly to support implementation, monitor impact, and sustain practice of positive behavior and social-emotional learning.		Nikki Murchison	05/24/2020
<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>		In previous years all 4th and 5th grade students were mixed for intervention depending on student needs. All grade level intervention groups are based on student needs. We have an annual Step Up Day for students to visit next grade level and hear from teachers. We have an established system in place for PreK to Kdg and 5th grade to middle school visits. Our Kid Talk spreadsheet info is streamlined so that every teacher has access to all student info and needs.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		Visible vertical alignment in planning and instruction for grade levels and content areas. Common themes and books to align content instruction across grade levels.		Melissa Day	05/11/2020
<i>Actions</i>			11 of 13 (85%)		
	2/7/18	Plan and communicate expectations for grade level "Step Up" day. Each grade level will share specific info, as well as additional info, that will be decided at SIT meeting in April.	Complete 06/06/2018	Dorette McKenzie	04/27/2018
		<i>Notes:</i> Step Up Day will be 1-2pm on June 6. Send Step Up plans to Chris by Monday, April 30.			
	2/7/18	Send letter home with all 2nd grade students at the end of the year. The letter will include the following: 3rd Grade academic expectations, RTA info, culture of the grade (testing, etc), Bookmobile dates	Complete 06/08/2018	Lisa Norwood	06/01/2018
		<i>Notes:</i> Letter created and sent home with report cards during last week of school.			
	10/9/17	Our 4th and 5th grade teams will have planning and PLCs according to their subject area ELA and Math. This will allow for vertical conversations about curriculum, learning outcomes and interventions to occur weekly.	Complete 02/07/2018	Dorette McKenzie	06/08/2018
		<i>Notes:</i>			
	9/30/18	Classroom teachers will participate in weekly common planning with each coach (reading and math) to vertically align reading and math plans.	Complete 10/30/2018	Krystal Pister	11/30/2018
		<i>Notes:</i> K-2 planned ELA with our ELA coach on Tuesdays 3-5 planned Math with our Math coach on Tuesdays K-2 planned Math with our Math coach on Wednesdays 3-5 planned ELA with our ELA coach on Wednesdays			
	9/30/18	Grade K-5 will use the Ready math curriculum.	Complete 09/17/2018	Krystal Pister	12/15/2018

	<i>Notes:</i> Teachers use Ready math curriculum as aligns with standards.			
9/30/18	Grades K-5 will use the First 20 Days to set up the literacy block for the year.	Complete 10/01/2018	Nyree Sullivan	12/15/2018
	<i>Notes:</i> All K-5 completed this task.			
9/30/18	K-5 teachers will use the Chatham County math framework in their daily lesson plans.	Complete 09/10/2018	Krystal Pister	12/15/2018
	<i>Notes:</i> A framework has been created and is currently being used by all K-5 teachers.			
8/6/18	5th graders will participate in transition activities (school tour, info session, etc) at Chatham Middle.	Complete 05/16/2019	Christina Brislin	06/15/2019
	<i>Notes:</i> May 2019-5th graders went to CMS to have a tour and a presentation April 2019-Some CMS staff came to VCE to talk about AVID and middle school expectations May 2019-AVID Interviews at VCE by AVID and CMS staff			
10/9/17	Teachers will participate in a vertical alignment conversation at the end of the year.	Complete 06/07/2019	Nyree Sullivan	06/19/2019
	<i>Notes:</i> At our EOY Staff meeting on June 7, 2019, we had vertical discussions with question prompts. Groups used chart paper to document and briefly present their responses			
8/6/18	Based on feedback from last year, plan a "Step Up" day in the Spring so the students can experience the next grade level.	Complete 05/17/2019	Christina Brislin	06/20/2019
	<i>Notes:</i> "Moving Up" day was May 17, 2019 from 2:30-3 pm. The SLT reflected on the experience at our last meeting and had some suggestions for improvement (see meeting minutes).			
9/13/19	2nd-5th grade will use the same organizational system (AVID color-coded folders/notebooks). AVID organizational materials 3rd-5th will be purchased using Title I funds.	Complete 08/26/2019	Nyree Sullivan	09/24/2019
	<i>Notes:</i>			
9/13/19	Coaches and administration will discuss ideas for sustainable vertical alignment conversations between teachers and grade levels.		Sarah Chicchi	11/26/2019
	<i>Notes:</i>			
9/13/19	All k-5 teachers will use the VCE math framework to emphasize the continuity of instructional practices.		Krystal Pister	05/26/2020
	<i>Notes:</i>			

	A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have two staff members on the district Equity Team. We also have a VCE Equity Team that meets monthly. We surveyed staff to get a baseline measurement of the understanding of culturally relevant teaching.	Limited Development 09/13/2019		
<i>How it will look when fully met:</i>		Staff would incorporate students' cultures into all aspects of school life as well as reflect deeply on how one's cultural belief system helps and/or hinders understanding. There would be displays and materials depicting all races, ethnicities, genders, linguistic groups, and students with disabilities. More specifically, classrooms would have texts relevant to both majority and minority cultural groups, therefore not marginalizing their histories or identities. Moreover, staff would have professional development specific to having courageous conversations about uncomfortable topics such as race and gender identity. In short, our school would celebrate minority heroes and holidays throughout the year and the curriculum. Additionally, teachers would be equitable in their interactions with students and they would consistently look at subgroup data.		Melton Hardy-Powell	05/24/2022
Actions			1 of 9 (11%)		
9/13/19	All staff members and students will create and share Me Pockets based on their values and cultures in an effort to form relationships.	Complete 09/09/2019	Melton Hardy-Powell	09/24/2019	
<i>Notes:</i>					
9/13/19	Collect and analyze data (academic and behavioral) relative to the opportunity gap between African American students and Caucasian students.		Melton Hardy-Powell	10/17/2019	
<i>Notes:</i>					
9/13/19	Use data collected to identify African American students who are not showing academic growth and are below proficient on standardized assessments and/or who have frequent behavioral infractions.		Melton Hardy-Powell	11/21/2019	
<i>Notes:</i>					
9/13/19	Schedule professional development targeting culturally responsive pedagogy.		Melton Hardy-Powell	11/29/2019	
<i>Notes:</i> Melton has already email Dr. Hartness and offered two possible dates.					
9/29/19	Utilize AVID's culturally responsive teaching rubric to collect baseline data on current practices.		Nyree Sullivan	04/25/2020	

<i>Notes:</i>			
9/13/19	Develop an equity checklist for each classroom to inventory classroom materials for cultural relevance.		Melton Hardy-Powell 05/26/2020
<i>Notes:</i>			
9/13/19	Develop a model of a culturally relevant elementary classroom.		Melton Hardy-Powell 05/26/2020
<i>Notes:</i>			
9/13/19	Seek out culturally diverse presenters.		Melton Hardy-Powell 05/26/2020
<i>Notes:</i>			
9/13/19	Add a "look for" to the classroom walkthrough form to quantify our present level of culturally relevant instruction.		Melton Hardy-Powell 05/26/2020
<i>Notes:</i>			

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Strategic planning, mission, and vision
----------------------------	--

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

The LEA has an LEA Support and Improvement Team

Full Implementation
09/07/2018

The Chatham County Schools Academic Services and Instructional Support (ASIS) Division's mission is to lead and serve the district by helping teachers teach and learners learn. The ASIS team carries out this mission in several ways including partnering with schools in order to provide targeted professional development and support for principals and staff.

Chatham County Schools also designates a team responsible for providing support and improvement strategies to schools. This team is made up of the following personnel:

Dr. Amanda Hartness, The Assistant Superintendent for ASIS

Dr. Kelly Batten, Executive Director of Secondary Education and CTE Instruction

Mr. Chris Poston, Executive Director of Elementary and Middle Grades Education

Ms. Carrie Little, Executive Director of PreK and Federal Programs

Mr. Melvin Dixon, Executive Director of Exceptional Children and AIG

Ms. Tracy Fowler, Executive Director of Student Services

Ms. Kelli Hulsey, Executive Director of Accountability and Student Information

Ms. Delia DeCourcy, Executive Director of Digital Teaching and Learning

Ms. Darlene Reap-Klosty, Instructional Program Facilitator MTSS

Ms. Erin Berliner, Psychologist

Ms. Emily Long, Lead Behavioral Specialist

Ms. Daphne Terry, Instructional Program Facilitator Elementary

Ms. Sherri Homan, Instructional Program Facilitator Middle Schools

Ms. Karen Heilman, Instructional Program Facilitator Secondary Education

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SLT meets monthly and then subsets of the team (ie MTSS, admin, etc) meet several additional times each month.	Full Implementation 09/24/2018		
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.02	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the SIT team has had the opportunity to review the math curriculum. The PD is a mix of the county and the school. The county plans PD related to the Instructional Priorities in which all teachers participate. At the school level we have planned and delivered Digital Learning PD based on staff feedback. In the future we will be sending a team to the AVID training this summer.	Limited Development 02/27/2018		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The School Leadership Team meets monthly with a main goal of monitoring and implementing School Improvement Plan strategies. The School Leadership Team is comprised of elected representatives and administration and uses distributive leadership to make decisions and carry out plans.	Objective Met 06/17/19	Sarah Chicchi	06/19/2019
Actions					
	3/27/18	Teachers will submit their "Perfect Schedule" to the admin before leaving for summer break.	Complete 06/22/2018	Chris Bowling	06/15/2018
	<i>Notes:</i> This was successful last year and will be repeated.				
	3/27/18	ESL teachers will meet before the school year begins to review grade level schedules to determine where greatest needs are and develop ESL service schedule.	Complete 08/28/2018	Wendy Haas	08/17/2018
	<i>Notes:</i> ESL teachers met in the summer of 2018.				

8/6/18	Schedule monthly School Leadership meetings and monthly School MTSS meetings and provide the dates of the meetings at the start of school.	Complete 10/08/2018	Sarah Chicchi	08/23/2018
<i>Notes:</i> Monthly meetings are scheduled.				
8/6/18	Create a vetting process for agenda items unrelated to School Improvement Plan and follow agenda outline in Indistar system.	Complete 11/12/2018	Sarah Chicchi	09/15/2018
<i>Notes:</i> Cassidy and Sarah meet prior to the SLT meeting to vet questions sent by teachers.				
8/6/18	Create School Leadership Team norms and a system for monitoring the norms including roles and responsibilities.	Complete 11/05/2018	Nikki Murchison	09/15/2018
<i>Notes:</i> Norms and jobs assigned				
9/30/18	Have the staff complete a mock Teacher Working Conditions Survey this year for the purpose of gathering data and analyzing at School Leadership Meetings.	Complete 02/26/2019	Nyree Sullivan	01/31/2019
<i>Notes:</i> The district created a mock TWCS this year and it has been deployed to all certified staff. The survey window closes in early January. The SLT analyzed the data at their 2/26/19 meeting.				
Implementation:		06/17/2019		
Evidence	6/17/2019			
Experience	6/17/2019			
Sustainability	6/17/2019			

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:		In the past grade levels have had common planning but not always with support staff available to plan and discuss standards and student progress. A team from the school attended DuFour PLC training last year and came back with the plan to implement PLC using that method. All classroom teachers had quarterly planning time last year. Support staff will also meet with classroom teachers on quarterly planning days to ensure continuity and consistency.	Limited Development 06/23/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Specialists will have an established means to communicate and way to plan instruction with classroom teachers. Classroom teachers will meet weekly during the school day for PLC conversations. Teams will continue to collaborate to create systems for continuous cycles of improvement, common assessments, analyze student data, and plan instruction and interventions based on this analysis of student data.		Sarah Chicchi	06/14/2021
Actions			5 of 6 (83%)		
9/29/16	Establish team norms that allow for collaboration and professional, collegial discussions of student learning and instructional practices. Use these norms to guide weekly team meetings.	Complete 10/28/2016	PLC Teams	09/16/2016	
<i>Notes:</i> Grade levels have set up a schedule to meet as a PLC to review data, with teammates to lesson plan and with support staff. All PLC teams established norms using the DuFour PLC Model and they are included on the top of each PLC agenda.					
8/6/18	Create a school-wide schedule that allows grade level teams to meet for PLCs during the school day weekly.	Complete 10/30/2018	Sarah Chicchi	08/30/2018	
<i>Notes:</i> K-2 planned ELA with our ELA coach on Tuesdays 3-5 planned Math with our Math coach on Tuesdays K-2 planned Math with our Math coach on Wednesdays 3-5 planned ELA with our ELA coach on Wednesdays					
8/6/18	The first 2 scheduled PLC meetings will involve setting norms, creating agenda templates, and assigning roles.	Complete 09/17/2018	Nyree Sullivan	09/15/2018	
<i>Notes:</i> During the 2018-19 school year, we focused on standards-based/Tier I instruction during our weekly PLCs. Deep data dives happened during quarterly planning and MTSS problem-solving meetings. Norms and planning templates were created and used, but roles and weekly data discussions will be a focus during the 2019-20 school year.					

8/6/18	PLC teams create norms, roles, and agenda structures to facilitate the planning of instruction and analysis of data in a shared document.	Complete 09/24/2018	Nyree Sullivan	09/25/2018
	<p><i>Notes:</i> During the 2018-19 school year, we focused on standards-based/Tier I instruction during our weekly PLCs. Deep data dives happened during quarterly planning and MTSS problem-solving meetings.</p> <p>Norms and planning templates were created and used, but roles and weekly data discussions will be a focus during the 2019-20 school year.</p>			
9/30/18	Classroom teachers meet two times per week with coaches to plan for literacy and math.	Complete 10/29/2018	Sarah Chicchi	10/30/2018
	<p><i>Notes:</i> K-2 planned ELA with our ELA coach on Tuesdays 3-5 planned Math with our Math coach on Tuesdays</p> <p>K-2 planned Math with our Math coach on Wednesdays 3-5 planned ELA with our ELA coach on Wednesdays</p>			
9/13/19	Specialists will be participate in a PLC twice a month.		Nyree Sullivan	04/28/2020
	<i>Notes:</i>			
Implementation:				
Evidence	<p>4/17/2017</p> <p>Evidence has been uploaded that show that the elements of this indicator are now part of the regular planning process at our school. PLC meetings have a structure, data is collected and analyzed and all staff who support students academically and behaviorally are part of regular meetings.</p>			
Experience	<p>4/17/2017</p> <p>The foundation of our success in reaching implementation with this indicator is the DuFour training we have received. All leadership and grade level chairpersons attended the training and were as a whole enthusiastically prepared to structure PLC meetings using the DuFour methodology. It was difficult to schedule the support staff to attend PLC meetings and quarterly planning but grade levels communicated that the possibility of not having someone in class on a specific day was outweighed by the benefit of having all staff working with a specific grade level be available to collaborate about academic, behavioral and attendance concerns.</p>			

Sustainability	4/17/2017 As we think about creating the schedule in upcoming years, we will have to keep in mind the importance of having all support staff involved in regular meetings. Many teachers have commented that they feel more cohesive than ever as a grade level team and more able to meet the challenges of their students because they feel support from the sharing of ideas from various members of the team.			
-----------------------	--	--	--	--

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
Initial Assessment:		The administrators attend PLC, review lesson plans in Planbook, attend PD at the school and county level and provide feedback from observations. They are the instructional leaders who steer new initiatives at the school and interpret how it will be implemented at the school and continue to monitor the effectiveness. Developing the master schedule is a collaborative task and is driven by instructional needs.	Limited Development 08/22/2016		
How it will look when fully met:		Administration will communicate planning and instruction expectations for teachers and will provide feedback and ongoing support by visiting classrooms, meeting with PLCs, monitoring lesson plans, and reinforcing good practice.		Sarah Chicchi	06/15/2020
Actions			3 of 6 (50%)		
	12/11/17	We will hire a full-time math coach and full-time School Improvement Specialist to pair with our full-time literacy coach in order to help monitor and provide support to teachers.	Complete 08/20/2018	Sarah Chicchi	09/01/2018
	<i>Notes:</i>				
	8/6/18	Administration and coaching team will review lesson plans weekly and provide feedback	Complete 10/15/2018	Nyree Sullivan	10/15/2018
	<i>Notes:</i> The Admin/Coach team divided the responsibility to check lesson plans on Planbook and rotated to different teacher groups. Feedback was often provided in the form of an email. This was often accomplished as walkthroughs were conducted, however, we did not collect any specific data on what we were looking for in lesson plans.				
	8/6/18	A school walkthrough form will be created to monitor district and school instructional priorities and gather data for analysis. The contents of the walkthrough form will be shared with all staff.	Complete 02/04/2019	Nyree Sullivan	10/30/2018

Notes: A walkthrough form was created (roughly based on the district form) and the contents of the VCE Walkthrough form was shared at our Feb. staff meeting.

8/6/18 Administration and coaching staff will provide walkthrough feedback to individual teachers in the form of emails or FlipGrids.

Nikki Murchison

05/20/2020

Notes: Admin and Coaches used email and Screen videos (Loom, Screencastify, etc...) to provide feedback.

8/6/19 Administration and coaching team will provide professional development, monitor and then provide feedback on the implementation of things learned during professional development.

Sarah Chicchi

05/30/2020

Notes:

8/6/18 Administration and coaching team will conduct walkthroughs using the school walkthrough form with the goal being each teacher experiencing a walkthrough bi-monthly. School-wide data trends from walkthroughs will be shared with SLT.

Nyree Sullivan

05/30/2020

Notes: Admin and coaches used the walkthrough form to conduct weekly walkthroughs, however no data was analyzed to see if teachers received at least 2 walkthroughs each month. The SLT discussed data trends deduced from the walkthrough data.

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>		The district ASIS team conducts walk-throughs several times during the year and provides constructive feedback that is used to self-reflect on our instructional practices and determine professional development such as our program last year to assist teachers in creating anchor charts to use during classroom instruction. Over the past few years we have identified that writing language objectives is an important part of successful lessons based on feedback from ASIS team visits, PLC conversations and classroom observations. We chose to focus on writing language objectives in previous years and had a year-long focus that included PD from an ESL consultant and a follow up visit to observe implementation and provide coaching.	Limited Development 08/26/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		This objective will be fully met when professional development is based on regular data analysis by the School Improvement Team. Data analysis should include looking at multiple sources of student learning data and classroom observation data. To be at the optimal level of implementation, we will consider school wide needs, individual teacher needs, and students' learning needs. In addition to school-wide data trends, disaggregated student outcome data will also be analyzed.		Nyree Sullivan	05/25/2020
<i>Actions</i>			13 of 14 (93%)		
	9/27/16	Our school staff is reading Eric Jensen's book "Engaging Students with Poverty in Mind" as a staff book club beginning in September and ending in May. We will hold Book Clubs during the second staff meeting of each month. 100% of teachers will read the book and participate in the Book Clubs. A SIT team member will send out a monthly reminder and encouraging email each month before our Book Club to reinforce how important the book is to our student's success.	Complete 12/05/2016	Mary Clayton Liles	10/18/2016
		<i>Notes:</i> Monthly book club meetings are held during the 2nd week of each month in the staff meeting. Each group has selected a chapter and presents an overview of the chapter with how they have used it in their class and the successes.			

9/13/16	Instructional leaders will create and give a set of questions stems to teachers to use with their students. This will be discussed and presented at the staff meeting on Tuesday, Oct. 4. Teachers will use sentence strips to create a classroom and student visual.	Complete 06/09/2017	Jenna Moody	10/28/2016
<i>Notes:</i> Focus on one level a month. In October we will begin with the level of comprehension or understanding.				
2/14/17	All K-5 teachers will participate in a review of MOY data. Data from MClass TRC and Composite scores will be used as well as STAR Math data in this review. Teachers will set EOY goals based on their data. A plan will be set up to review changes to instruction in reading and math based on the MOY data and EOY goals.	Complete 02/21/2017	JoAnna Massoth	02/10/2017
<i>Notes:</i> All grade level PLCs participated in MOY data reviews during the week of Jan. 30. Groups reviewed MOY data from MClass and STAR Math and set goals for EOY. Upcoming PLCs have been set for the weeks of Feb. 6 and Feb. 13 to focus on reading and math instruction and changes needed to meet goals set.				
4/17/17	Selected 3-5 grade teachers and leadership team will visit elementary schools in Lee County with AVID programs and fill out a feedback from about observations from the visit and how this might look at our school. This arose from a conversation with the Chatham County Schools Superintendent about the possibility of implementing an AVID program at our school. Currently the middle and high school in our feeder pattern have AVID already implemented.	Complete 03/22/2017	Kari Layman	03/22/2017
<i>Notes:</i> Feedback provided and discussed during a meeting on March 22 where everyone was invited to share their thought of what this might look like at our school.				
9/6/16	Teachers will be explicitly focusing on developing students' working memory using the word basket strategy at least 4 times each week. This activity will take less than 5 minutes a day and will be integrated with core content.	Complete 09/23/2016	JoAnna Massoth	05/26/2017
<i>Notes:</i>				
10/11/17	Based on math data from 2016-17, all teachers will use EngageNY as their curriculum resources for math instruction within the CCS mathematics instructional framework.	Complete 02/07/2018	JoAnna Massoth	02/28/2018
<i>Notes:</i>				
10/11/17	4th and 5th grade teachers will implement Kinsella's Academic Vocabulary program and will engage students in academic conversations throughout the curriculum.	Complete 04/24/2018	Lisa Barrile	04/27/2018

<i>Notes:</i>				
10/11/17	Based on reading data from 2016-17, all teachers in grades K-5 will teach at least one EngageNY ELA Unit to ensure that students are being exposed to rigorous reading instruction.	Complete 04/24/2018	Jenna Moody	04/27/2018
<i>Notes:</i>				
10/11/17	All 4th and 5th grade teachers are participating in Kate Kinsella Training throughout the 2017-18 school year. The focus of this training will be increasing students' academic vocabulary and in teaching students how to have scholarly, academic conversations.	Complete 05/22/2018	Nyree Sullivan	06/08/2018
<i>Notes:</i>				
8/6/18	Our School Leadership Team will establish a system for analyzing different data sets throughout the year at each SLT monthly meeting.	Complete 05/06/2019	Nyree Sullivan	12/15/2018
<i>Notes:</i> At our October meeting we compiled a list of data we want to analyze at SLT this year. So far our data analysis plan will be as follows: Nov- check in/mclass- CORE data Dec- behavior data Jan- mclass/STAR data- CORE Feb- Teacher Working Conditions March- Walkthrough data				
8/6/18	Based on LEA school performance we will be provided professional development and resources from the iReady/Ready math program.	Complete 01/22/2019	Krystal Pister	02/15/2019
<i>Notes:</i> On 1/22/19, K-5 staff received a county-sponsored PD provided by iReady PD presenters.				
8/6/18	Our school will implement AVID Elementary in Grades 4 and 5. The district funded this initiative based on student data.	Complete 04/23/2019	Nyree Sullivan	04/30/2019
<i>Notes:</i> Our first wave of AVID implementation involved ORGANIZATION. We purchased binders, color-coded folders for each subject, and planners for each student in grades 4-5. In addition, teachers received on-going PD and met monthly to discuss AVID implementation. Several 4-5 teachers attended an AVID conference in Philadelphia in the summer of 2018 and more will attend this summer.				
5/5/18	Kinsella training will have follow up during the 2018-19 school year. New teachers will receive training and teachers who participated in 2017-18 training will show evidence of continued use of the program. We will expand the Academic Vocabulary curriculum to 3rd grade, as well.	Complete 05/20/2019	Nyree Sullivan	05/30/2019

Notes: Teachers received school-based coaching from a Kinsella representative that was differentiated by those teachers who were new to AVT and those who were more seasoned. Teachers also had to turn in a video of themselves facilitating an AVT lesson. Each teacher received personalized feedback from the Kinsella Coach.

8/6/18 School staff will receive AVID trainings throughout the year so that the entire school may implement AVID elementary by 2020-2021.

Sarah Chicchi

05/30/2021

Notes:

Implementation:

10/09/2017

Evidence

10/9/2017

Experience

10/9/2017

Sustainability

10/9/2017

Core Function:

Dimension C - Professional Capacity

Effective Practice:

Talent recruitment and retention

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:

The district has in place a plan for recruiting quality candidates, the district website advertises employment benefits, a well-established evaluation system is in place. Our school has an established interviewing and hiring process in place where staff members are involved. The boards works with county commissioners to provide competitive supplements for staff members.

Limited Development
08/22/2016

How it will look when fully met:

There will be a system and timeline in place to fairly evaluate and coach all staff according to state and district guidelines. Feedback will be given to all staff in a timely manner and will be connected to School Improvement Plans, Professional Development Plans and/or District Priorities. There is a system to celebrate and reward staff effort and progress.

Nikki Murchison

01/13/2020

Actions

8 of 9 (89%)

9/15/16

The School Improvement Team will develop a plan for staff recognition. This could include strategies such as an Encouragement Notebook, Staff Compliment Board, etc. The staff will be surveyed to gauge the effectiveness of the plan so that adjustments can be made as needed.

Complete 01/24/2017

School Improvement Team

01/09/2017

	<i>Notes:</i> 2 Encouragement notebooks circulate throughout the school. Teachers write to a selected colleague and then pass along the notebook.			
9/15/16	A set of questions for an exit interview or survey and procedures for its administration will be developed by the School Improvement Team. (The team may also consider a retention survey for staff who choose to stay to gain insights into what motivates others to stay in the hopes that some strategies that could be implemented might emerge.)	Complete 04/25/2017	School Improvement Team	01/31/2017
	<i>Notes:</i> Reviewed the district exit assessment and decided that it includes the information that we would like to use and analyze as open ended questions. Allison is going to ask HR if we can use that info. HR has agreed to pass along the information when it is collected.			
5/5/17	The county will hold a career fair in May to interview candidates for open positions.	Complete 05/11/2017	Central Office	05/06/2017
	<i>Notes:</i> Career Fair had a good turnout and several candidates have been scheduled for follow up interviews.			
9/15/16	After exit/retention data is gathered, the team will analyze it to see what strategies could positively impact staff retention. The School Improvement Team will then develop an implementation plan based on this data.	Complete 11/21/2017	School Improvement Team	11/30/2017
	<i>Notes:</i> Exit info has been received for teachers who have turned in resignations. Names will be removed and info shared at SIT meeting on May 23, 2017.			
10/9/17	During the Summer Leadership Team retreat SLT members will analyze Teacher Working Condition Survey results and come up with some action steps to improve select indicators.	Complete 08/17/2018	Sarah Chicchi	08/25/2018
	<i>Notes:</i> SLT members analyzed the 2018 TWC Results to inform the 2018-19 School Improvement Plan.			
8/13/18	Staff shout outs will be put in weekly communication to staff.	Complete 09/17/2018	Sarah Chicchi	08/30/2018
	<i>Notes:</i> Ms. Chicchi puts staff shout-outs in the weekly Cub Chronicles.			
8/6/18	Beginning Teachers meet monthly with BT coordinator and at least twice a week with mentor.	Complete 10/19/2018	Sarah Chicchi	10/20/2018
	<i>Notes:</i> Ms. Ann Saunders was VCE's BT Coordinator. She facilitated monthly meetings and BT mentors/mentees arranged weekly meetings.			
8/6/18	The staff will take a Teacher Working Conditions Survey midway through the year and the data will be analyzed by SLT.	Complete 02/18/2019	Nikki Murchison	01/15/2019
	<i>Notes:</i> VCE certified staff took a digital "mock" TWC survey in 1/2019. Our school had one of the highest participation rates in the county.			

9/13/19	The PBIS/SEL team will establish protocols to recognize staff accomplishments and effort.		Nikki Murchison	11/26/2019
<i>Notes:</i>				

Core Function:	Dimension D - Planning and Operational Effectiveness			
-----------------------	---	--	--	--

Effective Practice:	Resource Allocation			
----------------------------	----------------------------	--	--	--

	D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
--	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		We are in our first year of implementing AVID. The LEA is supporting us in sending teachers to AVID training and to train additional teachers. We are allocated Title I and Restart funds to use based on school-identified needs.	Limited Development 02/27/2018		
----------------------------	--	--	-----------------------------------	--	--

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
--	-------------------	----------------------	----------------	--	--

<i>How it will look when fully met:</i>		An LEA should allow the school leadership to identify and respond to its students' unique needs by extending decision-making authorities in the areas of its building budget, scheduling, and hiring.	Objective Met 09/13/19	Andrea Seward	05/04/2020
---	--	---	-----------------------------------	----------------------	-------------------

Actions					
----------------	--	--	--	--	--

8/13/18	Complete Comprehensive Needs Assessment as a School Leadership Team and determine how to use Title I funds.		Complete 05/28/2019	Sarah Chicchi	08/30/2018
---------	---	--	---------------------	---------------	------------

<i>Notes:</i>	Our CNA was conducted in early May and the data was presented/analyzed at our 5/28/19 SLT meeting to decide how to proceed with the use of Title I funds.				
---------------	---	--	--	--	--

8/13/18	Deploy instructional resource survey to staff. Analyze as a School Leadership Team and allocate Instructional Funds accordingly.		Complete 02/12/2019	Sarah Chicchi	08/30/2018
---------	--	--	---------------------	---------------	------------

<i>Notes:</i>	A digital survey was deployed in mid-February 2019 and the SLT analyzed the data at their 2/26//19 meeting. Ms. Shore-Wright, Media Specialist, stated that the "restart" money should not be spent on "bulbs and projectors" as this should come from a county source. Whereas AVID Funding did not receive significant support, it was noted that money would be necessary to purchase AVID materials for the 2019-20 school year (binders, pouches, notebooks, etc...)				
---------------	---	--	--	--	--

4/26/18	When restart funds are received, discuss ways that we may use the funds to support our instructional priorities and the needs of our students.	Complete 02/26/2019	Sarah Chicchi	09/29/2018
<p><i>Notes:</i> This was on the SLT 2/26/19 agenda. The minutes from the meeting (taken by Nyree Sullivan) have the instructional priorities listed according to the survey sent out to certified staff. The top priority was leveled texts/classroom libraries. This was discussed at our Admin meeting (Coaches and Administration) on 3/4/19. Nikki will create a Google survey to gauge teachers' current level of implementation of leveled classroom libraries (culturally responsive, leveled in containers, mix of fiction and non-fiction, etc...)</p>				
3/27/18	Discuss and plan for use of restart funds.	Complete 06/10/2019	Sarah Chicchi	06/09/2019
<p><i>Notes:</i> Discussed at the April SIT meeting. Focus will be on plans for next year with funds that will be received earlier in the year.</p>				
Implementation:		09/13/2019		
Evidence	9/13/2019 Our agendas and surveys prove we accomplished this objective.			
Experience	9/13/2019 We used distributed leadership to reach this goal.			
Sustainability	9/13/2019 We will continue to survey needs and make data based decisions as a School Leadership Team.			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently use technology tools for math and reading content. We have different levels of teacher expertise with digital learning tools. We have access to technology for teacher and students. Most digital learning activities are at the Substitution level (SAMR). Teacher iPads currently used for MClass assessment.	Limited Development 10/24/2017		
<i>How it will look when fully met:</i>		All staff will incorporate digital learning into their lessons so that students have the opportunity to socialize through technology.		Brandy Dark	05/31/2021
Actions			13 of 18 (72%)		
11/12/17	SIT and Digital Learning Leadership Team will review PD Survey Results to determine follow-up needed and plan for additional PD.		Complete 01/02/2018	JoAnna Massoth	12/12/2017
<i>Notes:</i>		Survey results reviewed at November SIT meeting. Notes will be communicated to Digital learning Leadership Team to be discussed at the next Shared Leadership team Meeting in January. Follow up will be planned at that time.			
10/24/17	Deliver PD to school staff about selected digital learning tools.		Complete 04/24/2018	Heidi Hayes	06/08/2018
<i>Notes:</i>					
9/24/18	Title I funds will be used to fund a Tech Instructional Assistant to coordinate the Tech Time daily Special.		Complete 03/03/2019	Victoria Glover-Smith	10/15/2018
<i>Notes:</i>		An instructional assistant was hired and coordinated daily tech time.			
10/24/17	Create a Digital Learning Team comprised of grade level representatives who meet monthly to learn about tech tools that can enhance instruction and learning.		Complete 03/03/2019	Victoria Glover-Smith	10/24/2018
<i>Notes:</i>		VCE has a Digital Learning Team comprised of grade level representatives. In the absence of Ms. Gaudette, Ms. Allen has stepped up to lead the group. Ms. McKenzie and Ms. Sullivan have attended all the PDs offered to Spark Leaders and have completed the required homework.			

8/13/18	Every staff member will have a Professional Development Plan goal addressing how they will incorporate technology into their teaching/learning.	Complete 03/03/2019	Nikki Murchison	10/30/2018
<i>Notes:</i> Each certified staff member has a PDP goal related to using at least one new digital tool. Two examples of these are Talking Points and Flip Grid.				
8/14/18	Staff will incorporate the Freckle program into instruction.	Complete 03/03/2019	Nikki Murchison	11/30/2018
<i>Notes:</i> Staff use the Freckle program for ELA and Math. Every student has access to Freckle and some teachers have attended a break-out session on the effective use of the Freckle resources.				
4/17/18	Digital Learning Leadership Team will meet to review Instructional Priorities for 2018-19 school year and make PD decisions based on this information.	Complete 03/03/2019	Chelsea Gaudette	12/15/2018
<i>Notes:</i> Digital learning Plan for 2018-19 was created during Shared Leadership Meeting on May 8.				
8/14/18	Administration will use TalkingPoints, Google calendar, Smore, FlipGrid, SchoolMessenger, Twitter, Facebook, and the school website to maintain 2 way communication with staff and parents.	Complete 03/03/2019	Sarah Chicchi	12/17/2018
<i>Notes:</i> All listed forms of communication have been used to support two-way communication. Talking Points has facilitated teacher to parent communication and this is particularly true for Spanish-speaking families. Administration keeps the Google calendar current and sends out a weekly digital newsletter to parents in addition to a voice message from School Messenger.				
8/14/18	All staff will use the app Talking Points as a unified approach to communicating electronically in both English and Spanish with parents.	Complete 12/18/2018	Jazmin Mendoza	01/15/2019
<i>Notes:</i> All staff members use this communication tool. A Talking Points survey will be deployed to staff to gauge effectiveness as a partnership tool.				
8/13/18	Four 3-5 teachers will attend district professional development sessions on Google Classroom (and be our "Spark Leaders" team).	Complete 03/03/2019	Sarah Chicchi	03/02/2019
<i>Notes:</i> Ms. McKenzie and Ms. Sullivan, VCE Spark Leaders, have attended the district PD sessions and completed the required homework.				
8/13/18	Four K-2 teachers will attend district professional development on SeeSaw (and be the "Sparklers" for our school).	Complete 03/29/2019	Chelsea Gaudette	03/30/2019
<i>Notes:</i> Heidi Hayes, Heidi Gaines, and Kathy Marsh were the VCE "Sparklers" and attended district professional development on See Saw.				
8/14/18	The Digital Tech Team will highlight a tech tool monthly in the Cub Chronicles to staff.	Complete 03/04/2019	Chelsea Gaudette	03/30/2019

	<i>Notes:</i> This happened in the first issue of the Cub Chronicles, however, it did not continue after Chelsea went on sick leave. We could include this beginning with the July 2019 issue of the Chronicles.			
8/13/18	School professional development sessions will incorporate FlipGrid so that staff is familiar with using this digital tool.	Complete 04/08/2019	Nyree Sullivan	04/30/2019
	<i>Notes:</i> One school-based PD session required a post on FlipGrid.			
9/13/19	The digital learning team will continue to learn about the Triple E framework by watching and discussing videos and their own lessons.		Heidi Gaines	11/26/2019
	<i>Notes:</i>			
9/13/19	The digital leadership team will ensure that all staff members can organize their class Clever page for ease of student log in.		Heidi Gaines	04/28/2020
	<i>Notes:</i>			
9/13/19	Many staff members will participate in the SeeSaw Sparklers cohort this year.		Sarah Chicchi	04/28/2020
	<i>Notes:</i>			
9/13/19	Four more staff members will participate in the Google Classroom Spark Leaders cohort this year.		Sarah Chicchi	05/26/2020
	<i>Notes:</i>			
9/13/19	The second grade team will work with the digital tech consultant, Craig Bennett, to implement more collaborative digital tools this year.		Sarah Chicchi	05/26/2020
	<i>Notes:</i>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We use TalkingPoints to communicate with parents via text message. We use orange Thursday folders to send home pertinent information. We send a weekly email and call to parents about upcoming events.	Limited Development 09/13/2019		
<i>How it will look when fully met:</i>		On going communication will flow both to and from school and will include both positive messages as well as areas in needs of improvement. We will rely on face to face meetings as a primary source of communication, particularly for sensitive topics. Materials will be sent weekly in the language of the home. We will work collaboratively with parents as they are experts on their own children. We will seek to have a richer understanding of home life and cultures.		Jazmin Mendoza	05/24/2022
Actions			1 of 8 (12%)		
	9/13/19	All staff members will use TalkingPoints to communicate with families in English and Spanish	Complete 09/09/2019	Jazmin Mendoza	09/24/2019
<i>Notes:</i>					
	9/13/19	Create and distribute one page survey to families to gather information to improve how we partner with families.		Jazmin Mendoza	03/24/2020
<i>Notes:</i>					
	9/13/19	The school will send a bilingual call and email to families weekly.		Jazmin Mendoza	04/28/2020
<i>Notes:</i>					
	9/13/19	Develop and sustain symbiotic expectations between school and community to support the needs of the students.		Jazmin Mendoza	04/28/2020
<i>Notes:</i>					
	9/13/19	Grade levels will send home monthly grade level newsletters.		Jazmin Mendoza	05/24/2020
<i>Notes:</i>					
	9/13/19	Our staff will sponsor 3 in school events to engage families.		Jazmin Mendoza	05/26/2020
<i>Notes:</i>					
	9/13/19	Our staff will attend 3 community partnership events this year to build relationships outside of our school building.		Jazmin Mendoza	05/26/2020
<i>Notes:</i>					

	9/13/19	Staff members will attend and encourage families to assist at at least 1 PTA thrift shop event this year.		Jazmin Mendoza	05/26/2020	
<i>Notes:</i>						
	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>		Some teams send home newsletters regularly and others periodically. In previous years parent nights for content areas were well attended. 7 Habits newsletters were sent home and provided an opportunity for parent and child to discuss and develop the 7 habits at home. Parents are provided an opportunity to come in for teacher conferences at least once a year. We employ a bilingual receptionist, letters are sent home in both languages, interpreters are provided for parent conferences and meetings.	Limited Development 08/22/2016			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		There will be systematic weekly two-way communication between school and home using a variety of methods. Parents are ensuring that students have time to read at home each night. The school is solution-oriented and considers barriers to parental involvement and seeks ways to overcome them. In order to build strong connections, teachers balance positive and negative feedback to parents on student performance and behavior.		Heidi Gaines	11/09/2020	
Actions			17 of 19 (89%)			
	10/6/17	Use orange Parent Communication folders in every classroom to ensure consistency across the school and increase parent communication. All teachers will send home on Thursday of each week with student work and information from school.	Complete 10/19/2017	Heidi Hayes	10/20/2017	
<i>Notes:</i> Check in at next SIT meeting to make sure all grade levels are sending home on Thursdays.						
	9/13/16	Create a Google survey to identify staff members who are interested in participating.	Complete 10/26/2017	JoAnna Massoth	10/31/2017	
<i>Notes:</i> Survey created, sent out and list of interested teachers created and contacted.						
	10/6/17	Communicate Student Learning Environment Expectations to parents to ensure parents understand expectations. Also encourage students to create their own Learning Environment at home to help when completing homework and reading.	Complete 11/06/2017	Lisa Kundig	11/15/2017	

Notes: Will translate and send home 2 every week in the orange folders.

9/21/16 Have an initial meeting with interested staff members to have training, generate a list of families, identify materials/activities to share with families and create teams.

Complete 10/13/2016

Allison Buckner

12/15/2017

Notes: Attending: Dorette, Alecia, Mary Beth, Jennifer, Stephanie, Wendy, Gladys, Deisi, JoAnna, Megan, Allison, Heidi G., Misty, Becky, Chris

Notes from meeting:

- Want to have individualized kits, will submit list ahead of time
- Games like Uno, etc
- Wear school shirt for visit

Tasks:

Cute name- TEAM: Together Everyone Achieves More

Identified families

Date for initial meeting/dinner: Tuesday, Oct. 18 at 5:30pm

Tub: Buy and label tub, stickers for tub

Set up Google calendar for visits

Set up Google folder for feedback, concerns and pictures

Organize initial kit for each family

Ways to share with school and community?

Way for those who participated to share at the end? Whole group potluck event?

Parents will fill out Google form about parent perceptions of school at beginning, middle and end of program.

9/21/16 Have an initial meeting with families in person or phone contact to establish the purpose for the visits and gain parent permission to participate in the program and set up the first meeting in their home.

Complete 11/09/2016

JoAnna Massoth

01/26/2018

Notes: Create and administer a pre-assessment for parents to complete about their perceptions of the school and their child's perceptions.

9/27/16	Coordinate with school teams and parents to schedule monthly visits for each focus family. Each school team will visit their focus family once a month.	Complete 06/09/2017	Allison Buckner	01/26/2018
<i>Notes:</i> Teacher teams are contacting their families on a monthly basis to set up a time for a visit. Some families have had difficulty finding a date and time that works for the teacher team but all are contacting the families on a regular basis.				
3/3/17	Calculate the minutes of instruction lost due to tardies each day during the course of a week. Post this information on the school doors and the marquee out front to inform parents of the amount of minutes of lost instruction. This task originated during a Problem Solving/Kid Talk PLC when teachers on all grade levels agreed that our students most at risk are the ones arriving late to school. The SIT team came up with the plan to track minutes lost per week.	Complete 05/17/2017	JoAnna Massoth	05/11/2018
<i>Notes:</i> Get the Students-In printout from Nilse (IdentiKid). Count "overslept" and "missed bus" categories. Update on results: Week ending Feb. 3 26:09:00 Week ending Feb. 10 16:52:00 Week ending Feb. 24- 4 day week 19:54:00 Week ending March 3 12:19:00				
10/9/17	Hold two curriculum nights--math and science and a parent night to explain the purpose and importance of the End-of-Grade tests.	Complete 05/01/2018	Chris Bowling	05/31/2018
<i>Notes:</i>				
2/14/17	100% of teachers will send home monthly newsletters to inform parents of content and activities going on their classes. The Parent Involvement Team will create a Google folder to organize the newsletters by grade level and provide newsletter templates. Newsletters will be translated by the Bilingual Receptionist and bilingual staff members.	Complete 05/22/2018	Erica Haithcock	06/08/2018
<i>Notes:</i> Google folder was shared with teachers on 2/9/17.				
9/24/18	Staff members will select from a list of Siler City community events with the goal of being visible and active in the community.	Complete 06/04/2019	Jazmin Mendoza	06/30/2018
<i>Notes:</i>				
5/5/17	Discuss and plan Summer Kick Off for Math and Reading. Share with parents what students are doing in Reading and Math at all grade levels. Examples include: number bonds, number balance, word problems, multiplication concepts (arrays), End of Grade testing items, fiction and information passages.	Complete 06/04/2018	Lisa Kundig	08/24/2018

Notes: See leadership notes for tasks. This will be combine with the Summer Reading kick off. Discuss and plan Summer Kick Off for Math and Reading on June 7 (our 4th Title 1 event). Share with parents what students are doing in Reading and Math at all grade levels. Examples include: number bonds, number balance, word problems, multiplication concepts (arrays), End of Grade testing items, fiction and information passages. There will be games and a raffle. Food will be provided. Rotatations. Instructional Team will share draft of plan at next SIT Meeting. C

12/11/17	Hire a bilingual interpreter for the front office. This individual will interpret daily for families and parent meetings. He/she will also translate all written documents sent to families into Spanish.	Complete 02/25/2019	Sarah Chicchi	09/01/2018
----------	---	---------------------	---------------	------------

Notes: Andrea Espinoza was hired and then Paola Moreno (when Andrea Espinoza took Data Manager position).

8/13/18	Parents will receive a weekly call and electronic newsletter in English and Spanish.	Complete 09/30/2018	Sarah Chicchi	09/30/2018
---------	--	---------------------	---------------	------------

Notes: Ms. Chicchi and Ms. Moreno record a bilingual message each Friday afternoon. An electronic newsletter from Smore goes out each week too.

8/13/18	The school will host an AVID parent night in October to introduce fourth and fifth grade parents to the AVID program.	Complete 10/03/2018	Nyree Sullivan	10/15/2018
---------	---	---------------------	----------------	------------

Notes: An AVID Parent Night was held in October of 2018. AVID students from JMHS and their parents came and talked about AVID expectations and the positive difference that AVID made in their lives.

9/24/18	All staff members will use the TalkingPoints app to communicate with parents via text message. The app translates between English and Spanish.	Complete 12/03/2018	Jazmin Mendoza	12/05/2018
---------	--	---------------------	----------------	------------

Notes: At our BOY Staff Meeting for the 2018-19 school year, Jazmin Mendoza (Communities in Schools Liaison), facilitated the registration of all homeroom teachers with Talking Points. VCE teachers used the app daily and non-Spanish-speaking teachers relied upon the appt to communicate with Spanish-speaking parents/guardians. This year, teachers used the free version, but I (Mrs. Murchison) have asked for a quote for our school so that we can access other features of Talking Points too.

12/11/17	We will organize a route a for the book mobile and send it out once a week so that students have an opportunity to read just-right books over the summer. The media coordinator and Communities in Schools representative will facilitate and will need a licensed bus driver to operate the book mobile.	Complete 06/12/2019	Lindsay Shore-Wright	06/15/2019
<i>Notes:</i> Bookmobile route posted on VCE website and Facebook. Also sent home with students at the Summer Learning Kick Off.				
9/24/18	The school will use two community locations (Loves Creek Trailer Park and Bray Park) to provide outreach events for families.	Complete 06/14/2019	Jazmin Mendoza	06/30/2019
<i>Notes:</i> Staff attended at a variety of community outreach events both on and off campus: Siler City Chicken Festival, Science Night, Eggstravaganza, Healthy Lifestyle Event, etc... Jazmin Mendoza, the Student Support Specialist from Communities in Schools, planned and facilitated the on-campus events and attended the off-campus events with other staff to represent VCE.				
9/19/19	Classroom libraries will be expanded (using Restart Funds) to increase the quality and quantity of books going home with students for home reading practice nightly		Jenna Moody	11/26/2019
<i>Notes:</i>				
9/13/19	Grade level teams will establish protocols for monitoring and celebrating reading at home nightly.		Jenna Moody	05/26/2020
<i>Notes:</i>				
Implementation:		06/17/2019		
Evidence	6/17/2019			
Experience	6/17/2019			
Sustainability	6/17/2019			