

## Comprehensive Progress Report

**Mission:**

### Ahoskie Elementary School Mission Statement

Ahoskie Elementary School is dedicated to creating a positive, nurturing culture for students, staff, and the community so that all members of our school family have the opportunity to learn through quality instruction and meaningful collaboration centered around data.

### Ahoskie Elementary School's Vision Statement

Ahoskie Elementary School will provide a learning environment where students, staff, and community partners strive to:

Become leaders by learning

**Vision:** Encourage others

Appreciate differences

Respect ourselves and others

Strive to be the best .

**Goals:**

During the current school-year, Ahoskie Elementary School will show improvement of 6% proficiency and exceed expected growth EOG assessments.



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>		<p>All teachers have procedures and rules posted in classrooms.</p> <p>The PBIS Matrix is posted in each classroom, office and in the hallways.</p> <p>Reward systems and incentives in the classroom.</p>	Limited Development 10/30/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>*Due to the Pandemic and virtual learning we can not measure this goal at this time.</p> <p>*Reduction in discipline referrals</p> <p>*Increased student engagement in school activities</p> <p>*Students will consistently follow school-wide expectations daily.</p> <p>*Improvement in student achievement and attendance</p>		<b>Corsese Bowser</b>	<b>06/04/2021</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	11/13/17	Share discipline data with the staff at faculty meetings. Data disaggregated by grade level, teacher, offenses, etc.		PBIS Committee	06/04/2021
<i>Notes:</i>					
	11/13/17	PBIS Team will create activities to engage students in continuous positive behavior.		PBIS Team	06/04/2021
<i>Notes:</i>		<p>List of Bear Bucks Incentives and Bear Paws were given to homeroom teachers and other staff members</p> <p>Each teacher received a treasure box with prizes to reward students for positive behaviors</p> <p>First PBIS Dance and Can-Food Drive on January 24, 2020</p>			
<i>Implementation:</i>			10/19/2018		

<b><i>Evidence</i></b>	4/23/2018 Rules and procedures posted in every class; PBIS matrix; completed videos showing expected videos.			
<b><i>Experience</i></b>	4/23/2018 Each teacher have rules and procedures posted in the classroom. PBIS matrix posted throughout the school. Videos were made and showed to students to demonstrate student expectations.			
<b><i>Sustainability</i></b>	4/23/2018 We will continue to teach our students expected student behavior in school.			

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>		*Curriculum Mapping takes place during the summer and ongoing through the school year to align and develop pacing guides for instruction. Teachers are continuing to discuss pacing guides in PLCs via zoom, and due to school closure with Covid-19 the summer curriculum mapping will not take place.	Limited Development 05/26/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		AES administrative team is responsible for coaching the Science, ELA, and Math departments this year.  Pacing Guides created and shared with all departmental staff.  Lesson Plans show alignment and collaboration.  Common Assessments/data  Similar subject matter in each department per grade level		Elenia Riddick	06/04/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	11/13/17	Common Assessments given by departments per grade level bi-weekly.		DeeDee Beverly	06/04/2021

*Notes:* 5th Grade ELA-Mr. J.Hobbs & Ms. B. Hines and 4th Grade-Mrs. C. Liverman & Mrs. M. Manley  
 5th Grade- Ms. E. Williams & Mrs. P. Vaughan/4th Grade Science-Ms. G. Canada & Ms.K. Bickham  
 5th Grade Math-Ms. L. Gatling & Mrs. C. Bowser and 4th Grade-Mrs. R. Mitchell & Mrs. V. Outlaw

11/13/17 Departments will have PLC and common planning meetings based on individual department meeting days.

5th Grade-C. Bowser & J. Hobbs/ 4th Grade-V. Outla

06/04/2021

*Notes:* PLCs via Zoom/Google Meet Meetings due to the pandemic (Covid-19) we are operating on plan C with virtual learning.

10/31/19 Content areas will meet at least once a month or quarterly to discuss the Pacing Guide to make adjustments, share concerns about data, or look at common trends among the grade levels.

Elenia Riddick

06/04/2021

*Notes:* Teachers are still meeting for PLCs via zoom weekly, and continue to discuss the pacing guide due to the pandemic (Covid-19) and operating on Plan C for virtual learning. Teachers are working to develop packets to make sure students have packets and online instruction due to coronavirus.

**Implementation:**

05/02/2018

**Evidence**

5/2/2018 PLC meeting minutes and minutes from teachers planning period.

**Experience**

5/2/2018 Common planning and PLC meeting meet once per week and plan once per week. Common assessments are given bi-weekly.

**Sustainability**

5/2/2018 No continued work is necessary

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers submit weekly lesson plans that show differentiation and focus on core curriculum.	Limited Development 11/17/2018			
	Priority Score: 3                      Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>	All teachers submit lesson plans electronically so that they may be kept in a folder as evidence. Feedback is given to teachers through discussion or in writing.	<b>Objective Met 01/23/19</b>	<b>Keisha Peele</b>	<b>01/31/2019</b>	
<b>Actions</b>					
11/17/18	Each department per grade level will meet to discuss pacing and lesson planning on a weekly basis.	Complete 01/23/2019	Department Leads	01/25/2019	
<i>Notes:</i>					
<b>Implementation:</b>			01/23/2019		
<b>Evidence</b>	1/23/2019 Lesson plans from various content areas were uploaded in the artifacts folder				
<b>Experience</b>	1/23/2019 Teachers are submitting lesson plans on a weekly basis				
<b>Sustainability</b>	1/23/2019 Teachers will be continuously monitored for effective lessons and timely submissions of lesson plans				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
!	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		NC Checkins will be used for benchmarks this year throughout the district for Reading and Math. Science benchmarks will have to be created on the local level.	Limited Development 11/17/2018		
<i>How it will look when fully met:</i>		Testing schedules will reflect benchmarks given at least 3 times during the school year. Teachers will receive and analyze results to modify and plan instruction for the success of students.		Keisha Peele	04/30/2019
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	11/17/18	NC Check-ins will be administered per the set schedule for reading and math for both grade levels.	Complete 10/24/2018	Urania Harrell, Interim Assistant Principal/Testin	10/24/2018
		<i>Notes:</i> The testing coordinator will share testing schedule to include benchmark testing.			
	11/17/18	Teachers will analyze the data for each benchmark test.		LaGina Hanson	05/23/2019
		<i>Notes:</i> Teachers will use the benchmark analysis packet given to analyze results after each testing cycle.			

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>		Teachers gain learning styles from surveys and adjust their teaching instructional delivery to meet the needs of each individual or group of students	Limited Development 05/26/2016		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>*Teachers sustain data notebooks for current students.</li> <li>*Teachers complete target setting sheets for each student centered around EOG testing.</li> <li>*Teachers use the instructional analysis tool to monitor progress.</li> <li>*Teacher lesson plans include differentiation.</li> <li>*PLC meetings address: What do we expect students to learn? How will we know if they have learned it? How will we respond if they do not learn it? and How will we respond if they already know it?</li> <li>*Full implementation of MTSS at school and district level.</li> </ul>		DeeDee Beverly	06/04/2021
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	11/13/17	Teachers will sustain a data notebook containing various data for current students.		Elenia Riddick	06/04/2021
<i>Notes:</i>					
	11/17/18	Teachers will update the instructional analysis tool for each PLC meeting and share results in discussion of improvement in instructional strategies.		Elenia Riddick	06/04/2021
<i>Notes:</i>					
	1/23/19	Staff will be trained on the process of implementing MTSS.		Elenia Riddick	06/04/2021
<i>Notes:</i>		All staff were trained on December 2, 2019 and it was discussed in PLCs on December 4, 2019 by Mrs. D. Beverly, AP with modeling, showing forms again, and she provided a folder with completed forms on a student.			
	10/31/19	Teachers will document in their lesson plans modifications that will be made to meet the needs of our students with disabilities.		Elenia Riddick	06/04/2021
<i>Notes:</i>					



10/31/19	Subgroups (SWD, Black and EDS) within the school will be serviced by tutors (ELA and Math) in the classrooms 4 hours per day at 4 days a week.		Elenia Riddick	06/04/2021	
<i>Notes:</i> Due to COVID our students and tutors are not back in the building. However, students are being serviced through small group instruction.					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>Teachers observe their students and refer to counselor or Student Services Support Team for observation and documentation. Team and/or counselor makes appropriate outside agency contacts for each situation individually.</p> <p>Pilot Program, Miss. Kendra is not being fully implemented, but teachers are still focusing on their social and emotional needs in the classrooms at this time due to the pandemic (Covid-19). Mrs. Rankins is conducting social and emotional lessons once a month. However, Mrs. Rankins has a Counselor's Corner in each Google Classroom in each homeroom class. Also teachers were trained on the Sanford Harmony Program for Social and Emotional Instruction.</p>	Limited Development 05/26/2016		
<i>How it will look when fully met:</i>		<p>*Teachers will notice any unusual behavior with students and address it with the students to assess further need interventions while on virtual learning for Plan C.</p> <p>*Teachers will utilize resources like the parent, the counselor, a buddy teacher, an administrator or the security officer if necessary when situations arise with students.</p> <p>*Protocol/Plan in place to address various situations.</p> <p>*Teachers will continually check on students through Google Classroom, phone calls, emails, text, remind, etc. as documented on contact logs due to school closure for coronavirus.</p>		<b>Ebony Rankins</b>	<b>06/04/2021</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
11/17/18	Staff members will refer students in need of support to the counselor. Mrs. Rankins has implemented a counselor 's corner through Google Classroom due to school closure for the coronavirus.			Ebony Rankins	06/04/2021
<i>Notes:</i>					

	11/17/18	Counselor will solicit support from various local services based on students' needs.		Ebony Rankins	06/04/2021	
	<i>Notes:</i>					
	10/31/19	Social and Emotional learning will be implemented through virtual learning.	Complete 06/04/2021	Ebony Rankins	06/04/2021	
	<i>Notes:</i> Mrs. Rankins added a YouTube video and a letter from Mrs. Kendra to the Google Classrooms of the pilot teachers, and continues to send messages or announcements through Google Classroom to support students. All teachers will fully implement Mrs. Kendra next school year.					
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
	<i>Initial Assessment:</i>		Collaboration with school counselors from Bearfield and the Hertford County Middle School to ensure smooth transitions depending on the decisions for reopening schools. Mrs. Rankins will collaborate with other school counselors to brainstorm ideas such as a virtual tour for the transition of Bearfield 3rd graders to Ahoskie Elementary School and for 5th Graders to Hertford County Middle School if school has not reopened.	No Development 10/30/2017		
	<i>How it will look when fully met:</i>		Transitional plans in place for rising 4th grade students and rising 6th grade students going to the middle school next year.		<b>Ebony Rankins</b>	<b>06/04/2021</b>
	<b>Actions</b>			<b>0 of 2 (0%)</b>		
	11/13/17	Create a transition plan for rising fourth grade students.		Mrs. Rankins and Robi Mitchell	04/30/2021	
	<i>Notes:</i> This task was completed during the 2018-2019 school year. Current target reflects new date for task to be completed for the current year. Planning will continue for the 20-21 school year due to early school closing the transition depends upon the reopening of school.					
	11/13/17	Create a transitional plan for rising 6th grade students.		Mr. Hobbs & C. Bowser and Mrs. Mitchell & Mrs. V.	04/30/2021	

Notes: This was accomplished for the 2019-2020 school year. Current information reflects target for the 2019-2020 school year. Planning will continue for the 20-21 school year due to early school closing the transition will not happen for the 19-20 school year due to Covid-19.

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		LEA has curriculum specialists that will work with the school.	Limited Development 05/26/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		There will be a liason with the district team assigned to the school.		<b>Elenia Riddick</b>	<b>06/04/2021</b>
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	11/13/17	Logs created for district staff that enter the building	Complete 08/10/2020	Lorena Simons	08/10/2020
		<i>Notes:</i>			
	10/31/19	Ms. Baker, C&I rep will attend PLCs and provide PD for teachers.		Elenia Riddick	06/04/2021
		<i>Notes:</i>			
<b>Implementation:</b>			11/17/2018		
<b>Evidence</b>		11/17/2018			
<b>Experience</b>		11/17/2018			
<b>Sustainability</b>		11/17/2018			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>School Improvement Team was organized as of August 20, 2019. The team set up meeting dates for the 3rd Monday of each month and during PLCs and as a MTSS team is under construction as the district team is organizing. Staff meetings and PLC's are once per month.</p> <p>The School Improvement was organized as of September 11, 2020. The School Improvement Team will meet the 4th Friday of each month as well as during the PLCs and staff meetings.</p>	Limited Development 05/26/2016		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>*List of meeting dates for the remainder of the year shared with team members and put on google calendar</li> <li>*Team members nominated and voted on by the faculty and staff members.</li> <li>*Minutes of team members kept in Indistar for documentation.</li> <li>*MTSS is the continuous improvement model that will be used.</li> </ul>	<b>Add Actions</b>	<b>Christine Liverman</b>	<b>06/04/2021</b>
<b>Actions</b>				<b>3 of 4 (75%)</b>		
	11/13/17	SIT voted on by staff and leadership chosen by the team.	Complete 09/11/2020	Christine Liverman	06/04/2021	
<i>Notes:</i>						
	11/13/17	SIT sets up regular interval meeting dates for the year.		Barbara Hines	06/04/2021	
<i>Notes:</i>						
	11/13/17	SIT Chairs and Process Manager trained on NC Star.	Complete 10/26/2020	Barbara Hines	06/04/2021	
<i>Notes:</i>						
	1/18/19	Staff will attend MTSS orientation	Complete 06/04/2021	Sandra Tyner	06/04/2021	
<i>Notes:</i> Orientation conducted by Mrs. S. Tyner and Mrs. Rankins during the faculty meeting.						
<b>Implementation:</b>			12/04/2020			

<b>Evidence</b>	9/11/2020 Meeting dates were established in August and voted on by the team, meeting dates will be uploaded and agendas along with minutes after meetings have taken place.			
<b>Experience</b>	09/11/2020 The school staff voted for people for the School Improvement Team then the SIP members voted on the Team Chair.			
<b>Sustainability</b>	9/11/2020 Bimonthly meetings will continue, and we will continue our planning of next year. The process will be in place for the 2020-2021 School Year.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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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
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<b>Initial Assessment:</b>	Duty stations and specific tasks and duties are listed in handbook. Instructional planning is daily and PLC's meet on one specific day and whole grade PLC's on another. Other days are used for individual or partner planning	Limited Development 05/26/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<b>How it will look when fully met:</b>	Duty stations and specific tasks and duties are listed in handbook. Instructional planning is daily and PLC's meet on one specific day and whole grade PLC's on another. Other days are used for individual or partner planning.		<b>Elenia Riddick</b>	<b>01/25/2021</b>
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<b>Actions</b>		<b>1 of 4 (25%)</b>		
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11/17/18	PLC schedule and handbook created for effective meetings.		DeeDee Beverly	01/25/2021
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<i>Notes:</i>				
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11/17/18	Master schedule to show evidence of common planning among teacher teams.		DeeDee Beverly	01/25/2021
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<i>Notes:</i>				
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11/17/18	Staff handbook will establish duty and other schedules.		DeeDee Beverly	01/25/2021
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Notes: Staff Handbook will be updated as needed.

11/17/18 Grade levels and departments will select leaders.

Complete 08/10/2020

DeeDee Beverly

06/04/2021

Notes:

**Implementation:**

10/31/2019

**Evidence**

1/23/2020 Staff handbook uploaded in the artifacts folder.

**Experience**

08/20/19  
10/31/ 2019  
Staff handbook has been completed with schedules and duties for employees. Expectations from the Principal was explained to all stff as well as a letter of these expectations was given to each teacher in which all teachers who received a copy also signed a sheet that meant they they received a copy of the expectations.

**Sustainability**

08/20/19  
10/31/ 2019  
The staff handbook will be updated as needed, and daily observations of staff in place to ensure the safety of the students will be ongoing throughout the school year.

**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:**

Daily walk-throughs are completed and feedback is given to teachers either electronically, verbally or hand written note. Lesson plan feedback is documented. Faculty/staff members have an open line of communication with the Principal to discuss any concerns.

Limited Development  
05/26/2016

Priority Score: 3

Opportunity Score: 3

Index Score: 9

**How it will look when fully met:**

- \*Increased student achievement
- \*Students engaged in effective instructional activities
- \*Increased efficacy in teachers and other instructional staff

**Elenia Riddick**

**06/04/2021**

**Actions**

**0 of 3 (0%)**

11/17/18 Walk-through schedule created for principal and assistant principal.

Elenia Riddick

06/04/2021

<i>Notes:</i>				
11/17/18	Instructional Leadership Team which will include the Math MCL will meet weekly to review and analyze walk-through and other instructional data for school improvement.		Elenia Riddick	06/04/2021
<i>Notes:</i> The team should meet monthly.				
11/19/19	Walk-through document will be created and agreed upon by staff upon students returning to the building.		Elenia Riddick	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		03/18/2020		
<b>Evidence</b>	3/18/2020			
<b>Experience</b>	3/18/2020			
<b>Sustainability</b>	3/18/2020			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Teacher quality and experience</b>
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!	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		All beginning teachers in years 1-2 are assigned a mentor. Those in year 3 are assigned a buddy teacher. There is a support coach in place for the new teacher support program. The district has established an induction program for new teachers.	Limited Development 11/17/2018		
<b>How it will look when fully met:</b>		Every beginning teacher and certified staff member will have a mentor for support for the first two years. Support should continue into year 3 with a buddy teacher. The mentors and support coach should be highly effective teachers based on data.		<b>Barbara Hines</b>	<b>08/31/2020</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
11/17/18		Principal will have reflective sessions with mentees and mentors regularly throughout the school year.		Barbara Hines	08/02/2019
<i>Notes:</i>		Principal will have talks with beginning teachers and their mentors at least once each quarter.			

11/17/18	First and second year teachers are assigned a mentor that is district approved.	Complete 09/07/2018	Elenia Riddick	08/20/2019
<i>Notes:</i>				
11/17/18	District program goals will be monitored at the school level through the support coaches.		Barbara Hines	08/20/2019
<i>Notes:</i> Mentor logs and teacher talk sessions attended				



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>		Common assessment data is reviewed, analyzed, and discussed in faculty, departmental, and PLC meetings. The school leadership team and staff review various school-wide data twice per month and analyze for patterns and areas to improve instruction. Benchmark assessments are given three times per year in Reading, Math, and Science that are teacher-made due to the pandemic. Staff use Schoolnet for common assessments. Star Reading and Istation will continue as reading programs for the 2020-2021 school year. IXL will continue for math only.	Limited Development 05/26/2016		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>*Instructional analysis tool will document student performance on assessments longitudinally</li> <li>*PLC meetings document data discussions by Coaches and grade level.</li> <li>*Lesson plans show the intervention cycle per discussion of student performance based on the data</li> <li>*Data notebooks document students' performance and data discussions</li> <li>*Scheduled intervention time for all teachers</li> </ul>		Elenia Riddick	06/04/2021
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	11/17/18	Teachers will document common and benchmark assessment data using the instructional analysis tool provided.		DeeDee Beverly	06/04/2021
<i>Notes:</i>					
	11/17/18	Teachers will use data from district programs and benchmarks to modify and differentiate instruction for students.		DeeDee Beverly	06/04/2021

*Notes:* In PLCs data is discussed and strategies are formulated to address weaknesses  
Some teachers are extending small group tutoring opportunities virtually.  
Teachers provide reteaching, small groups, and homework to target skills not mastered.

10/31/19 ELA teachers will implement the use of STAR Reading with fidelity. ELA teachers will test all their students once a month using iStation.

ELA Team

06/04/2021

*Notes:* September, January, & March completed STAR Testing  
Students have not been taking AR Test due to virtual learning. Students have completed ISIP Assessments for the months of September - December.

10/31/19 Math teachers will monitor and provide math enrichment during the day through virtual learning instruction with the use of IXL.

Math Team

06/04/2021

*Notes:* Students and teachers receive certificates upon mastery of skills completed. Students will have a set time to work with small groups after class one-on-one to target weak skill areas.

**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
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<i>Initial Assessment:</i>	Recruiting is done at the school and district level. Evaluations are completed via schedule provided by Human Resources and according to state policy. Rewards are done at the school level twice monthly. When staff leave or resign an exit interview is now required by Human Resources. The school has established an interview panel to hire new faculty/staff.		Limited Development 05/26/2016		
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<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> <li>*Faculty meeting notes document staff rewards and incentives.</li> <li>*Highly qualified and high effective faculty is retained and recruited.</li> <li>*All evaluations completed within TNL/NCEES.</li> </ul>			Barbara Norman	05/31/2021
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**Actions 0 of 2 (0%)**

11/17/18 Establish an interview team to recruit and recommend highly qualified staff.

Elenia Riddick

06/04/2021

Notes:

11/17/18 Teachers will engage in reflective practices to assess the school and themselves for continuous improvement.

Barbara Hines

06/30/2021

Notes:

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

**Effective Practice: Facilities and technology**

	<b>D2.05</b>	<b>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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*Initial Assessment:* Physical changes like painting, cleaning, rearranging offices and rooms, etc. have taken place and continue as the need arises. The mobile units have been removed from the campus. In-school suspension has been renamed and is being revised. The current building for the school is nearly 60 years old. The building is not conducive to 21st century learning. The process of building a new school has begun.

Limited Development  
11/17/2018

*How it will look when fully met:* If the plans are completed, the new school should be ready or almost ready for students and staff.  
  
PBIS monitors student behavior and analyzes the data to help the school maintain a safe environment and positive atmosphere.

**Beatrice Davis**

**08/26/2021**

**Actions 2 of 3 (67%)**

11/17/18 PBIS committee created to maintain the programs goals.

Complete 09/07/2018

Keisha Peele

09/04/2018

Notes:

11/17/18 The PBIS committee will create a PBIS notebook and update it periodically.

Complete 10/01/2018

Ebony Rankins

10/15/2018

Notes:

11/17/18 Parent, staff, and students will be surveyed to assess school climate and environment.

Ebony Rankins

01/30/2019

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers share student progress academically and on expectations for behavior through Tuesday Folders weekly. This process is still ongoing even though the school system is closed due to Covid-19.	Limited Development 05/26/2016		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>*Each team will share newsletters with parents virtually as needed.</li> <li>*Home-School Connection Newsletter from the school sent out quarterly at report card intervals.</li> <li>*Newsletters will be posted on the school website.</li> <li>*A variety of contact methods will still be provided to contact parents while students are participating in remote learning due to school closure with the coronavirus.</li> </ul>		Amber Moore	05/19/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/19/18	Each team will create a newsletter to be shared with parents the last Tuesday of each month. Newsletters should go out in Tuesday Folders.			Amber Moore	05/28/2021
<i>Notes:</i>		Teachers monitor student instruction on LMS such as Google Classroom, Parent Contact Forms, Remind, email, and phone calls due to the pandemic (Covid-19) and virtual learning for Plan C.			
11/17/18	The school will create a newsletter to be sent home quarterly to inform parents about school events and services.			Amber Moore	06/04/2021
<i>Notes:</i>					
12/16/19	Family Curriculum Nights, Blackboard Messages, Alert Calls, Grandparent's Day, Art Show, Christmas Play, Book Fair, Fundraisers, and EOG Night			Amber Moore	06/04/2021
<i>Notes:</i>		We have an upcoming Read Night event, "Never Alone Holiday Extravaganza".			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A new webmaster has been trained and is in charge of the website. The school is using twitter promote activities and information. The school's facebook page has been created but is having technical difficulties. This should be corrected with a generic email created by the technology department for the school. Tuesday Folders go home with students each week. Any updates and Team newsletters are sent via those folders on the last Tuesday of each month. The Blackboard Connect system is used to communicate with parents. The school's marquis is continuously updated.	Limited Development 11/17/2018		
<i>How it will look when fully met:</i>		Open communication with parents should exist with Tuesday Folders, the school's website, facebook and twitter accounts.		Latesia Simons	06/11/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	11/17/18	Teacher teams create and send home a monthly newsletter shared by Tuesday Folders on the last Tuesday of each month. The newsletter is due for approval on the Friday before the last Tuesday and should be submitted by the grade level chair.		Department Chair	06/11/2021
<i>Notes:</i>					
	11/17/18	The webmaster will create a facebook page and keep the schools website up to date.		Amber Moore	06/11/2021
<i>Notes:</i>					
	10/31/19	Marquee will be updated every month		TAs/Connect Teachers	06/11/2021
<i>Notes:</i>					