

Comprehensive Progress Report

Mission: At Erwin Montessori we provide a structured environment based on self-directed activities and hands-on learning that is tailored to meet each child's needs. We actively involve parents and the community as we nurture a desire for life-long learning.

Vision: Our vision is to promote independent learning through structured and self directed activities which develop productive citizens prepared for college and the world of work.

Goals:

By June 2021 Erwin Montessori will reduce the number of students (27) referred for bus disciplinary incidents by 20%.

School Composite Goal: By June 2021 Erwin Montessori will increase the school performance composite from 63% to a minimum of 64.3%.

By 2021, Erwin Montessori will maintain a targeted goal of 80% or better on the summary ratings on the NC Teacher Working Conditions Survey regarding overall satisfaction with the school.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		When in person, teachers provide effective instruction using whole group, small group and individualized methods. Additional training and planning are needed to guide during remote learning.	Limited Development 10/26/2020			
How it will look when fully met:		Teachers will provide effective whole group, small group, and independent work that includes computer based tools in in-person and/or remote learning.		Deborah Parker	01/29/2021	
Actions			0 of 2 (0%)			
	10/26/20	CF will engage K-2 teachers in analyzing computer-based Waterford data during PLC meetings. Teams will use data to gauge and adjust remote instruction.		Heidi Pegram	12/15/2020	
Notes:						
	10/26/20	PLC teams will analyze current math assessments including Eureka and DIBELS math screener to determine computer-based Number Worlds placement. Teachers will begin to utilize Number Worlds for Tier 2 and 3 remote instruction.		Heidi Pegram	12/15/2020	
Notes:						
	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
Initial Assessment:		All teachers use the Montessori peace curriculum, peace table and reflection area to reinforce classroom rules.	Full Implementation 10/26/2020			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.01		Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers meet in grade level teams 1 time weekly with principal and curriculum facilitator. Teams work on data analysis and instructional planning	Limited Development 09/23/2019		
<i>How it will look when fully met:</i>		All instructional teams will meet 1 additional time each week other than PLC. Instructional teams will meet to calibrate and examine their efforts in the classroom to see what effect they are having on student achievement and learning by analyzing common assessments and instructional practices. Teachers will use this information for planning next steps and lessons. Instructional teams will also meet 3 additional times each year for data days. Title One money will be used to purchase substitutes so that teachers can spend a full day on analyzing current assessment results and creating upcoming units of instruction.	Objective Met 09/08/20	Heidi Pegram	06/10/2020
Actions					
	9/23/19	Instructional teams will determine the day and time for the additional team meeting. The day and time will be shared with principal and curriculum facilitator. Support staff will also receive the schedule and attend when necessary.	Complete 11/19/2019	Deborah Parker	10/01/2019
<i>Notes:</i>					
	9/23/19	Principal will explain and share expectations for Instructional Team meetings at a PLC meeting.	Complete 11/19/2019	Deborah Parker	10/01/2019
<i>Notes:</i>					
	9/23/19	Principal and curriculum facilitator will attend instructional team meetings at various times depending on the curricular focus.	Complete 06/10/2020	Deborah Parker	06/10/2020
<i>Notes:</i>					
	9/23/19	Instructional teams provide documentation as evidence by Canvas uploads.	Complete 06/10/2020	Deborah Parker	06/10/2020
<i>Notes:</i>					

		A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers met during the 2019-2020 school year to analyze assessment data to determine next steps.		Limited Development 09/23/2019		
<i>How it will look when fully met:</i>		Instructional teams will meet at least twice during the school year after interim assessment for data days. Title One money will be used to purchase substitutes (co-teachers who are familiar with our remote/face-to-face structure) so that teachers can spend a full day analyzing current assessment results and creating upcoming units of instruction.			Deborah Parker	06/08/2021
Actions				2 of 3 (67%)		
	9/24/19	Leadership team will determine 3 calendar days for each instructional team to use for data days.		Complete 09/27/2019	Deborah Parker	10/22/2019
		<i>Notes:</i>				
	9/24/19	Meeting outcomes will be created and given to teachers for work to be completed during "data days."		Complete 10/22/2019	Deborah Parker	10/22/2019
		<i>Notes:</i>				
	10/26/20	Teams will meet on mandated workdays to analyze assessment data and plan for next steps. January 4 workday will focus on analyzing data and determining next steps. Core and small group decisions will be made.			Heidi Pegram	01/19/2021
		<i>Notes:</i>				
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 teams meet weekly to align standards and follow up is done during PLC meetings.		Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		All Instructional teams will develop standards-aligned units of instruction. The units will include I Can statements, criteria for mastery, formative and summative assessments, Montessori alignment, and differentiated learning activities.			Heidi Pegram	06/08/2021
Actions				14 of 16 (88%)		
	10/11/17	5th Grade science teacher will attend One Stop Word Science Workshop Vocabulary in Action on 10-11-17.		Complete 10/11/2017	Angel Gross	10/11/2017

<i>Notes:</i>				
7/27/17	K-1 teachers will receive Core Knowledge reading training during the first quarter 2017 and use this training to develop standards aligned units of ELA instruction.	Complete 10/10/2017	Deborah Parker	10/22/2017
<i>Notes:</i>				
10/11/17	5th Grade Science teacher will share information and resources from One Stop Science Workshop with other 5th Grade teachers, principal and CF.	Complete 11/21/2017	Angel Gross	11/15/2017
<i>Notes:</i>				
10/11/17	At weekly PLC meetings Principal and CF will review student work and/or assessments to monitor quality tasks.	Complete 05/22/2018	Deborah Parker	05/25/2018
<i>Notes:</i>				
7/27/17	PLC Instructional teams will meet weekly using ARC resources to develop quality tasks for reading in grades 3-5.	Complete 05/22/2018	Heidi Pegram	05/25/2018
<i>Notes:</i>				
7/27/17	3-5 teachers will receive ongoing professional development, observations and coaching support from ARC coaches.	Complete 05/22/2018	Heidi Pegram	05/25/2018
<i>Notes:</i>				
10/11/17	PLC K-1 Instructional teams will meet weekly using CKLA and Montessori resources to develop quality tasks for reading.	Complete 05/22/2018	Heidi Pegram	05/25/2018
<i>Notes:</i> PLC agendas, lesson plans and unit plans will be used to monitor this action				
10/11/17	Grade level teams will create standards aligned units of instruction for science that include quality tasks.	Complete 10/23/2018	Heidi Pegram	05/25/2018
<i>Notes:</i>				
10/11/17	Grade levels will share standards aligned quality science tasks at staff meetings monthly.	Complete 10/23/2018	Heidi Pegram	05/25/2018
<i>Notes:</i>				
10/11/17	Quality tasks for science and math will be developed to facilitate standards aligned planning during PLC and grade level meetings.	Complete 10/23/2018	Heidi Pegram	06/12/2018
<i>Notes:</i>				
10/1/18	Teachers will meet weekly during PLC and grade level to plan aligned units of instruction utilizing ARC, CKLA, and Eureka curriculum and NCSCOS.	Complete 05/21/2019	teachers	04/16/2019
<i>Notes:</i>				

9/24/19	Create a common unit planning template that will be used by all instructional teams.	Complete 10/22/2019	Leadership team	10/22/2019
<i>Notes:</i>				
10/26/20	Teachers will update current CKLA unit plans with the support of CKLA coach during coaching visit. Team will use current formative assessment data to gauge and adjust instruction. Planning will focus on ensuring current and upcoming units are standards aligned, contain criteria for mastery, and formative assessments are prepared.	Complete 11/17/2020	Heidi Pegram	11/10/2020
<i>Notes:</i>				
10/26/20	Teachers will update current ARC unit plans with the support of ARC coach during coaching visit. Team will use current formative assessment data to gauge and adjust instruction. Planning will focus on ensuring current and upcoming units are standards aligned, contain criteria for mastery, and formative assessments are prepared.	Complete 11/17/2020	Heidi Pegram	11/24/2020
<i>Notes:</i>				
10/26/20	Teachers will update current Eureka unit plans with the support of Eureka coach during coaching visit. Team will use current formative assessment data to gauge and adjust instruction. Planning will focus on ensuring current and upcoming units are standards aligned, contain criteria for mastery, and formative assessments are prepared.		Heidi Pegram	12/15/2020
<i>Notes:</i>				
10/26/20	Mandated Workday-Teachers will analyze current data to plan current and/or upcoming units (CKLA, ARC, Eureka) of instruction. Student data will be used to gauge and adjust instruction. Teachers will ensure units and assessments are standard aligned.		Heidi Pegram	01/04/2021
<i>Notes:</i>				

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Most teachers complete weekly lesson plans. Some grade levels plan together during planning or after school. A template is being used for uniformity across grades. Teachers are using the GCS Curriculum Guide and Pacing to create lesson plans.	Limited Development 09/16/2019			
How it will look when fully met:	100% of our teachers will develop weekly lesson plans that are aligned to standards and include challenging learning activities for all students. A standard template for all teachers will be used to ensure quality and uniformity across grades. Teachers will organize learning activities that target instruction to each student's level of mastery. Administration will receive lesson plans digitally through Canvas. Lesson plans will be monitored and used to guide learning walkthroughs.	Objective Met 09/08/20	Heidi Pegram	06/10/2020	
Actions					
	9/16/19 An Erwin Canvas page will be developed for submitting and storing weekly lesson plans.	Complete 09/27/2019	Heidi Pegram	09/27/2019	
	<i>Notes:</i>				
	9/16/19 Grade level teams will discuss and review the lesson plan template and its critical components (including plans for student engagement).	Complete 12/17/2019	Heidi Pegram	10/11/2019	
	<i>Notes:</i>				
	9/16/19 Administration will create a detailed lesson plan review process that will allow teachers to have feedback on lesson plans.	Complete 12/17/2019	Deborah Parker	10/11/2019	
	<i>Notes:</i>				
	9/16/19 During academic PLC meetings, ongoing support will be provided in the development of lesson plans. Teams will analyze standards and discuss effective plans for instruction that will be used in lesson planning.	Complete 06/10/2020	Heidi Pegram	06/10/2020	
	<i>Notes:</i>				
	9/16/19 Leadership will check lesson plans for evidence of learning activities personalized to student needs (small group instruction).	Complete 06/10/2020	Deborah Parker	06/10/2020	
	<i>Notes:</i>				
	9/16/19 Leadership will conduct specific walkthroughs that monitor instruction and fidelity of plans.	Complete 06/10/2020	Deborah Parker	06/10/2020	
	<i>Notes:</i>				
	9/16/19 Provide time to review lesson planning expectations, when needed, during PLC meetings and at the beginning of the year.	Complete 06/10/2020	Heidi Pegram	06/10/2020	

Notes:

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>		We currently have a very active IST team which includes support staff members who deliver interventions based on data. Some classroom teachers are new to teaching or new to GCS, so we are in the process of providing staff development to assist them in learning to deliver instruction based on the individual needs of children.	Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		All teachers will implement effective teaching practices and align them to state standards. All teachers will focus on student response to instruction and make appropriate adjustments to teaching practices as needed to improve the success rate of all levels of students.		Heidi Pegram	06/08/2021
Actions			19 of 22 (86%)		
10/5/16	PLC agendas focus on standards-based instruction and student work.		Complete 10/11/2016	Heidi Pegram	09/05/2016
<i>Notes:</i> PLC agendas are focusing on standards based instruction and student work is reviewed.					
10/5/16	Weekly PLC meetings will focus on standards-based instruction and analysis of student work, including but not limited to common formative assessments and student work products.		Complete 04/18/2017	Heidi Pegram	11/22/2016
<i>Notes:</i> Teachers will achieve this goal at different paces since we have to differentiate our approach based on needs. Some teachers will need more training on how to deconstruct standards.					
Weekly PLC meetings were conducted and focused on standards-based instruction and analysis of student work. 2017-2018 more focus will be on creating and analyzing common formative assessments.					
10/5/16	Teachers will be trained to analyze student assessment data (classroom, mClass, district, and state) to determine student need and how to provide differentiated support through a multi-tiered system of instruction.		Complete 02/28/2017	Heidi Pegram	06/09/2017
<i>Notes:</i> Teachers were trained to use data analysis forms to analyze data. The data was used to determine student need and needed interventions. More work and staff development in this area will be needed next year.					

8/16/17	There will be a school wide lesson plan format which will include..... standards, I can statements, whole/small group activities, materials and student groupings for differentiated instruction	Complete 08/23/2017	teachers	08/25/2017
<i>Notes:</i>				
6/1/17	The Master Instructional Calendar will be developed to include a dedicated Intervention and Enrichment block for each grade level.	Complete 08/23/2017	Heidi Pegram	09/08/2017
<i>Notes:</i> This will allow additional staff members to help support classroom teachers in delivering evidence-based instruction aligned with the individual needs of students across all tiers.				
9/18/17	Data spreadsheets will be developed to analyze assessments and to monitor subgroup performance during weekly PLC meetings.	Complete 10/10/2017	Heidi Pegram	10/03/2017
<i>Notes:</i> Instructional teams will analyze the data by sorting the information to determine possible achievement gaps among students at each grade level.				
10/12/17	Teachers will receive training and examples of school-wide math strategies at the October 3rd staff meeting,	Complete 10/03/2017	Mone Carthen	10/03/2017
<i>Notes:</i>				
9/20/17	On October 16, 2017, IST team members will be trained in Modules 2 and 3 of the Intervention and Support Team process.	Complete 10/16/2017	Deborah Parker	10/17/2017
<i>Notes:</i> IST team members will use this training effectively in planning for multi-tiered instruction.				
10/17/17	EC teacher will plan individualized lessons using heavily weighted EOG standards and released EOG sample items and questions for reading and math.	Complete 03/21/2018	Aldys Capers	12/13/2017
<i>Notes:</i>				
6/1/17	Principal and curriculum facilitator will monitor intervention/enrichment plans and instructional delivery during daily walkthroughs.	Complete 10/23/2018	Deborah Parker	12/15/2017
<i>Notes:</i>				
10/12/17	Exceptional Children's teacher will implement ARC materials with her students.	Complete 05/22/2018	Aldys Capers	05/25/2018
<i>Notes:</i>				
10/12/17	EC teacher will participate in coaching days with ARC Coach.	Complete 05/22/2018	Aldys Capers	05/25/2018
<i>Notes:</i>				
10/12/17	EC teacher will meet with each grade level once a month during grade level planning to ensure instructional alignment.	Complete 10/23/2018	Aldys Capers	05/25/2018
<i>Notes:</i>				

9/15/17	Expanded form, vertical number lines and consistent base ten drawings will be taught as school wide strategies to aid students in mastering the skills of addition and subtraction,	Complete 05/22/2018	Mone Carthen	05/25/2018
	<i>Notes:</i> Math focus team will revisit these strategies monthly with teachers at staff meetings. All teachers will be responsible for teaching these strategies to facilitate student understanding across all tiers. CBMs will be used to track progress at each grade level.			
10/23/19	Title 1 money will be used to purchase additional media center books to increase the number of culturally relevant titles.	Complete 11/19/2019	Betsy Sumerford	11/19/2019
	<i>Notes:</i>			
10/23/19	Title 1 money will be used to purchase additional ARC books for 4th and 5th grade units of instruction. Buckets one level higher at each grade will be ordered to ensure support at all tier levels.	Complete 11/19/2019	Heidi Pegram	11/19/2019
	<i>Notes:</i> Title 1 Supplies and Materials money will be used.			
10/23/19	Title 1 money will be used to provide additional support in literacy and math by two certified teachers (tutors).	Complete 03/13/2020	Deborah Parker	04/21/2020
	<i>Notes:</i> Title 1 Salary Tutor Daytime money will be used.			
9/27/19	Teachers will participate in MTSS webinars to learn more about providing support to all tiers.	Complete 06/10/2020	Deborah Parker	06/10/2020
	<i>Notes:</i>			
10/23/20	CF will share the standard treatment protocol for Supplemental and Intensive interventions in academics and behavior to decrease gaps across subgroups during PLC meetings. Teams will implement the protocol for all students scoring below proficient on assessments such as; CORE, Heggerty, ISIP, and IRLA.	Complete 11/06/2020	Heidi Pegram	10/29/2020
	<i>Notes:</i>			
5/31/18	Teachers will create and/or adjust common formative and summative assessments that align to grade level standards during grade level planning.		Heidi Pegram	06/08/2021
	<i>Notes:</i> During 9/18/19 Leadership Meeting team decided to update current action step to include teachers creating assessments during grade level planning and analyzing the results during weekly PLC meetings. Continue to work on action and extend target date to 2020.			
10/1/18	PLC teams will meet weekly to review and analyze data results from summative and formative assessments.		Heidi Pegram	06/08/2021
	<i>Notes:</i>			

10/23/20	MTSS Webinar-SLD Criterion and Intervention information will be reviewed and discussed during October 27th staff meeting. Teachers will discuss and understand the SLD criterion and how PLC will support problem solving and planning for interventions.		Heidi Pegram	10/27/2021	
<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
<i>Initial Assessment:</i>	We currently have developed plans and practices that focus on students' emotional well-being and we are delivering professional development which focuses on students' social/emotional needs.		Limited Development 09/14/2016		
<i>How it will look when fully met:</i>	100% of teachers will model positive character traits and there will be a school-wide focus on peace, kindness and EAGLES attributes. Teachers will consistently instruct and model how to effectively use the peace table and reflection area to resolve internal and external conflict. As a result of this, students will adhere to expectations, classroom norms, and school-wide rules and procedures. For students who need extra social/emotional support, our counselor and social worker will be utilized to provide interventions. Evidence will be provided via walkthroughs, documentation of peace table and reflection area usage, and school-wide activities that promote peace and kindness.			Kristie Hines	06/08/2021
Actions			15 of 17 (88%)		
10/5/16	School-wide activities have been planned that focus on peace and kindness. "Kindness Week" was implemented during September. "No Name Calling Week" will be implemented in November.		Complete 05/26/2017	Elizabeth Brown	09/12/2016
<i>Notes:</i> The team will plan a minimum of three additional week-long activities that enhance students' emotional stability which contributes to positive school climate.					
10/5/16	Professional development was provided on how to use the peace table and reflection area in classrooms. Kindness lessons were also provided for teachers to use.		Complete 09/29/2016	Nancy Cravey	09/16/2016
<i>Notes:</i> Plan professional development to support teachers' efforts in teaching peace and kindness that will promote students' emotional and social health.					
9/15/17	Grace and Courtesy Academy re-entry plan and referral process reviewed by staff at first staff meeting and reviewed throughout the year.		Complete 09/19/2017	Elizabeth Brown	08/17/2017
<i>Notes:</i>					

9/15/17	EAGLE rules and expectations will be displayed in all classrooms and community areas (cafeteria, media center, gym)	Complete 10/03/2017	Mary Young	09/29/2017
<i>Notes:</i>				
9/15/17	Counselor will outline referral process to all staff for individual counseling, small group counseling, suicide/threats of violence and IST,	Complete 10/03/2017	Elizabeth Brown	10/03/2017
<i>Notes:</i>				
10/5/16	Implement "Grace and Courtesy Academy" for students identified as needing additional behavioral support. Grace and Courtesy lessons will be differentiated based on need and may include a review of rules, procedures and expectations which have been previously taught. A data spreadsheet will be developed and used to track the implementation of Grace and Courtesy. Data will be shared with the staff each month during staff meetings.	Complete 11/14/2017	Elizabeth Brown	10/27/2017
<i>Notes:</i> See Discipline Committee meeting minutes for specific details.				
6/1/17	All teachers will be expected to teach and utilize the Peace Table and Reflection Area as a way of resolving internal and external conflicts. At the beginning of the 2016-2017 school year 44% of teachers utilized these areas as compared to 88% at the end of the year. In 2017-2018 100% of teachers will be expected to teach and utilize these areas as supports and interventions for guiding students in managing their emotions.	Complete 11/14/2017	Elizabeth Brown	10/27/2017
<i>Notes:</i> This is an ongoing practice and will be used as needed.				
9/15/17	Counselor will work with all teachers to set up designated peace and reflection areas with data logs that will be collected quarterly.	Complete 05/22/2018	Heidi Pegram	04/27/2018
<i>Notes:</i>				
9/24/19	School counselor will share procedure for recommending students for social and emotional groups with teachers during October 1 staff meeting.	Complete 10/22/2019	Elizabeth Brown	10/15/2019
<i>Notes:</i>				
9/24/19	Media Specialist will identify social and emotional books in school collection, create a list for teachers, and send list through email and share at November 5th staff meeting.	Complete 12/17/2019	Betsy Sumerford	11/05/2019
<i>Notes:</i>				
9/26/19	School counselor will provide teachers with checklists and visual charts that will support weekly check in's for monitoring students' emotional states.	Complete 10/22/2019	Elizabeth Brown	11/05/2019
<i>Notes:</i>				

9/24/19	Include time for social and emotional targeted student groups in school counselors daily schedule.	Complete 09/24/2019	Elizabeth Brown	11/19/2019
<i>Notes:</i>				
5/31/18	K-5 teachers will continue to use the Montessori peace and reflection table to support students emotional needs.	Complete 06/10/2020	Elizabeth Brown	05/18/2020
<i>Notes:</i>				
9/24/19	School counselor will collect data using student, parent, and teacher needs assessments for areas of concern.	Complete 06/10/2020	E. Brown	06/10/2020
<i>Notes:</i>				
9/26/19	Teachers will implement weekly check ins to monitor students emotional states by using a variety of resources such as checklists and visual charts.	Complete 06/10/2020	Teachers	06/10/2020
<i>Notes:</i>				
9/14/20	Teachers will plan and implement (SEL) social emotional activities weekly. At least one SEL activity should be evident on weekly lesson plans.		Elizabeth Brown	01/19/2021
<i>Notes:</i>				
10/26/20	Request SEL department for professional development to support teachers with ideas and strategies for appropriate social and emotional lessons and activities.		Elizabeth Brown	01/19/2021
<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>		This year we will dedicate the first Thursday afternoon of each month to vertical teams and instructional alignment.	No Development 08/23/2017		
<i>How it will look when fully met:</i>		All students will have current student data sheets that are kept in teacher data notebooks. These data sheets will be collected at the end of each school year and passed on to the subsequent teacher. All teachers will implement high effect instructional strategies such as think/ ink/ pair/ share, speaking in complete sentences, and other engagement strategies.		Deborah Parker	06/08/2021
Actions			0 of 5 (0%)		
	10/25/20	Teachers will develop a data sheet for each student and document tier 2 and 3 interventions on the intervention/progress monitoring section. Teachers will turn in student data sheets for review by November 2. The principal and CF will review and give feedback.		Teachers	12/15/2020
<i>Notes:</i>					
	10/1/18	Teachers will host a "Moving Up Day" for all students transitioning to the next grade.		teachers	05/21/2021
<i>Notes:</i>					
	11/30/18	Teachers will vertically align instruction by using high leverage instructional strategies including Think, Ink, Pair, Converse and focusing on students speaking in complete sentences.		Heidi Pegram	06/08/2021
<i>Notes:</i>					
	9/26/19	Teachers will maintain student data sheets. These data sheets contain assessment data, interventions, and progress monitoring data.		Teachers	06/08/2021
<i>Notes:</i>					
	10/1/18	Kindergarten teachers will plan and facilitate a pre-kindergarten "Meet Your Teacher" night in June for students accepted to pre-k fall of 2021.		primary teachers	06/20/2021
<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
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Deborah Parker	06/08/2021
<i>Actions</i>			2 of 3 (67%)		
10/12/17		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 07/09/2019	Deborah Parker	06/07/2019
<i>Notes:</i>					
9/16/19		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 06/10/2020	Deborah Parker	06/10/2020
<i>Notes:</i>					
9/14/20		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Deborah Parker	06/08/2021
<i>Notes:</i>					

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This year we will have an additional meeting on the first Tuesday of the month. Small focus groups will review and develop School Improvement Plan.	Limited Development 09/14/2016		
How it will look when fully met:		Leadership team and leadership focus teams will meet on the first and third Tuesdays of the month.		Heidi Pegram	06/08/2021
Actions			3 of 4 (75%)		
	9/21/17	The Leadership team will meet on the third Tuesday of each month. The focus will be assessing School Improvement Plan indicators and action tasks.	Complete 05/22/2018	Heidi Pegram	05/25/2018
<i>Notes:</i>					
	9/21/17	School Improvement/Leadership focus teams will meet on the second Tuesday of each month. The focus of these meetings will be to analyze current school data and assess/monitor school improvement action steps.	Complete 05/22/2018	Heidi Pegram	05/25/2018
<i>Notes:</i>					
	9/26/19	School Improvement/Leadership focus teams will meet on the first and third Tuesday of each month. The focus of these meetings will be to analyze current school data and assess/monitor school improvement action steps.	Complete 06/10/2020	Heidi Pegram	06/10/2020
<i>Notes:</i>					
	9/14/20	School Improvement/Leadership focus teams will meet on the first and third Tuesday of each month. The focus of these meetings will be to analyze current school data and assess/monitor school improvement action steps.		Heidi Pegram	06/08/2021
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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
Initial Assessment:		School schedule has been created and shared that includes specific duties and times for instructional planning.	Full Implementation 10/26/2020		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As principal of Erwin Montessori, I provide clear constructive feedback to teachers; however, I would like to be in classrooms on a more regular basis for extended periods of time, but other responsibilities prevail.	Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		Teachers will receive formal and informal observations on a regular basis that provide clear and constructive feedback. Evidence will be provided via lesson plans, standards, student work, curriculum-at-a-glance, frameworks, pacing guide, formal and informal observation calendar, and documentation of feedback. By the beginning of December, 100% of teachers will have received a minimum of two formal and/or informal observations that includes specific, written or verbal feedback.		Deborah Parker	06/08/2021
Actions			6 of 7 (86%)		
10/5/16		The principal and/or curriculum facilitator will attend PLCs to monitor curriculum.	Complete 10/10/2017	Deborah Parker	09/15/2017
<i>Notes:</i>					
10/5/16		Teachers will have lesson plans that help guide their instruction and are accessible to visitors in an organized binder or notebook.	Complete 10/10/2017	Deborah Parker	09/15/2017
<i>Notes:</i>					
10/5/16		Post a calendar outside each classroom to document walkthroughs.	Complete 11/14/2017	Heidi Pegram	10/27/2017
<i>Notes:</i>		Whoever completes a walkthrough will initial the calendar to indicate a walkthrough has been completed.			
7/25/17		Principal and CF will initial walkthrough calendar after each classroom visit.	Complete 11/14/2017	Deborah Parker	10/31/2017
<i>Notes:</i>					
10/1/18		CF will provide professional development on the use of accountable talk and other high impact instructional strategies monthly during staff meetings.	Complete 06/07/2019	Heidi Pegram	05/21/2019
<i>Notes:</i>					
10/1/18		Principal, CF and/or ILT members will monitor instruction through weekly learning walks. Focus will be on the usage of high impact instructional strategies. Feedback will be given.	Complete 06/10/2020	Deborah Parker	06/05/2020
<i>Notes:</i>					

9/14/20	Principal, CF and principal intern will monitor instruction through weekly learning walks either remotely through Canvas/Teams or in classrooms if face to face. Focus will be on the usage of high impact instructional strategies. Feedback will be given.		Deborah Parker	06/08/2021
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	LEA: During PLC meetings, looking at data is a regular part of the meeting, as well as during School Improvement Teams meetings. Data is used to drive instruction and help inform decisions made school wide, as well as classroom and individual student decisions. This data is also utilized to determine professional development needs. Data also reveals that Montessori training has assisted us in moving closer to our achievement goals. We have done professional development with the Montessori trainers and plan to continue, particularly after social distancing is over.	Limited Development 09/14/2016		
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<i>How it will look when fully met:</i>	The instructional leadership team and teachers will take a broad view of the available data to determine where the gaps are and then make decisions on how to decrease learning gaps. The school improvement team will use data from formal and informal classroom observations, along with disaggregated school data to create a professional development plan for the next school year. Grade levels will be able to use formative and summative assessment data using the GCS data protocol to find strengths and weakness in specific areas. Teams will then make plans for improvement.		Deborah Parker	06/12/2021
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Actions		11 of 15 (73%)		
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10/12/17	GCS protocol will be used to analyze 3rd-5th grade interim assessment data.	Complete 05/22/2018	Heidi Pegram	05/09/2018
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Notes:

7/27/17	The leadership team will meet twice monthly to discuss and disaggregate current school data.	Complete 05/22/2018	Deborah Parker	05/25/2018
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Notes: This data will be used to help inform decisions about upcoming professional development.

9/20/17	Principal and teachers will receive monthly training in the area of Transformational Teaching and Learning.	Complete 05/22/2018	Deborah Parker	05/25/2018
	<i>Notes:</i> This training will enable us to more effectively plan instruction, teach children and evaluate learning.			
9/20/17	3-5 teachers will receive ongoing professional development, observations and coaching support from ARC coaches.	Complete 05/22/2018	Deborah Parker	05/25/2018
	<i>Notes:</i>			
10/12/17	Fifth Grade science teacher will attend GCS science PDs.	Complete 05/22/2018	Paulita Musgrave	05/25/2018
	<i>Notes:</i>			
10/12/17	4th grade math teacher will attend GCS professional development courses for Math.	Complete 05/22/2018	Tia McBryde	05/25/2018
	<i>Notes:</i>			
10/12/17	K-1 teachers attend PD on CORE Knowledge Resources.	Complete 05/22/2018	Kristie Hines	05/25/2018
	<i>Notes:</i>			
10/12/17	Implement ARC in grade 3.	Complete 05/22/2018	Heather McDonald	06/13/2018
	<i>Notes:</i>			
10/12/17	Implement CORE Knowledge Resources at Kindergarten and First Grade	Complete 05/22/2018	Heidi Pegram	06/13/2018
	<i>Notes:</i> The use and implementation of the resources will be discussed in weekly PLCs.			
9/20/17	Seven Erwin teachers are currently pursuing Montessori training/certification.	Complete 05/22/2018	Deborah Parker	06/21/2018
	<i>Notes:</i> Current school performance data and program design indicate a need for ongoing professional development in this area.			
10/1/18	Title 1 money will be used to provide substitutes for one day after each assessment cycle. Teachers will use this time to analyze data and plan for instruction including interventions and enrichment.	Complete 05/24/2019	Heidi Pegram	05/21/2019
	<i>Notes:</i>			
7/27/17	Instructional PLC teams will meet weekly to review lesson plans and data to determine if learning goals are being met and adjustments that are needed.		Heidi Pegram	06/08/2021
	<i>Notes:</i> Teams will make instructional adjustments based on the data.			
7/27/17	Teachers will use classroom and student level progress monitoring data to plan for interventions.		Deborah Parker	06/08/2021

Notes: Interventions and progress monitoring will be analyzed weekly at PLCs. Teachers will effectively utilize the dedicated intervention and enrichment time to provide focused differentiated instruction to help decrease the achievement gap.

9/26/19 Principal, CF, and instructional leadership team will conduct virtual/classroom learning walks to collect data for determining school wide instructional trends. Trend data will be used to plan for professional development.

Deborah Parker

06/08/2021

Notes: Team will review current assessment data to determine areas of strength and concern. Team may create a document for collecting instructional practices to determine next steps and professional development.

10/12/17 Collect and analyze classroom data weekly during PLCs.

Heidi Pegram

06/08/2021

Notes: Classroom data will be collected to examine teaching and learning weaknesses.

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
<i>Initial Assessment:</i>		All teachers are evaluated using the NCCEES system. Recruitment and replacement of teachers is done by teacher recommendation, referrals, and GCS career fairs. Staff rewards consist of exchange time, acknowledgements and praise, positive feedback, Fun Fridays, exercise class, Yoga, mani - pedi outings, and a variety of relaxing or fun activities. The goal is to maintain current staff and have a 90% retention rate.	Limited Development 09/14/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Erwin will maintain current teaching staff with a 90% retention rate.	Objective Met 06/07/19	Deborah Parker	06/07/2019
Actions					
	10/12/17	Principal will complete teacher evaluations following the GCS evaluation cycle.	Complete 06/07/2019	Deborah Parker	06/13/2019
<i>Notes:</i>					
Implementation:			06/07/2019		
Evidence		6/7/2019 6/7/2019-All comprehensive evaluations are complete and documented.			
Experience		6/7/2019 6/7/2019-Many teachers received feedback in a proactive way with the plans to make adjustments to increase student achievement. A couple of teachers were not as receptive to receiving feedback.			
Sustainability		6/7/2019 6/7/2019-Continue to provide timely, constructive feedback through formal and informal observations and continue to train teachers in the interview process to ensure we are hiring top quality candidates.			

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>		We have various remote parent nights planned for this academic year including reading, math and science nights. Parent/teacher conferences will be held during the months of October-December and student led conferences take place in March. We had a virtual literacy night on November 5, 2020.	Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		All Erwin teachers will communicate about expectations of curriculum at school and home with parents.		Deborah Parker	06/08/2021
<i>Actions</i>			7 of 10 (70%)		
9/21/17	All Erwin staff will participate in PTA/Open House night on September 21, 2017. Teachers are expected to discuss classroom expectations and grade level curriculum with parents.	Complete 10/10/2017	Heidi Pegram	09/21/2017	
<i>Notes:</i>					
9/22/17	October will be parent/teacher conference month. Teachers will be expected to meet with all parents to provide specific information about their child's performance and growth goals. Teachers will also provide strategies for home.	Complete 11/14/2017	Deborah Parker	10/31/2017	
<i>Notes:</i>					
9/22/17	"Dine and Shine" which includes Student Led Conferences will be held on March 8, 2018. Dinner will be provided using Title 1 funds.	Complete 03/21/2018	Heidi Pegram	03/14/2018	
<i>Notes:</i>					
9/22/17	Informational family nights for Reading (10-09-17), Math (3-15-17) and Science (1-09-17) are planned. These sessions will provide parents with curriculum information during interactive "make and take" stations that families can use at home. Dinner will be provided using Title 1 funds.	Complete 05/22/2018	Heidi Pegram	04/18/2018	
<i>Notes:</i>					
9/22/17	Principal Parker will host "Dialogue with Deb" during fall and spring semesters. The purpose of these meetings will be to engage parents in informal dialogue with the principal to promote home/school relationships.	Complete 03/21/2018	Deborah Parker	04/27/2018	
<i>Notes:</i>					
5/31/18	Continue parent education nights and daytime events.	Complete 07/09/2019	Heidi Pegram	05/28/2019	

<i>Notes:</i>				
10/23/20	Erwin will host a virtual/Teams Live event on October 29th. Title 1 information will be presented and families will hear from a local author. The focus will be Title 1 and using literature to share family culture and history.	Complete 11/17/2020	Heidi Pegram	10/29/2020
<i>Notes:</i>				
9/27/19	Continue parent education events including: Title One Night, Literacy Night, STEM Night, Cultural Night, Dine and Shine, and EOG Night.		Heidi Pegram	06/08/2021
<i>Notes:</i> Title 1 money will be used to purchase food for these events.				
9/27/19	Staff members will communicate on a consistent basis via Class Dojo, Connect Eds, emails, texts, progress reports, report cards and newsletters.		Heidi Pegram	06/08/2021
<i>Notes:</i>				
10/23/19	Title 1 money will be used to purchase food for families at each parent engagement event. (Title One Night, Literacy, STEM, Cultural, Dine and Shine, EOG Night, and Spring Concert)		Heidi Pegram	06/08/2021
<i>Notes:</i>				

	E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently students are encouraged to complete summer and winter reading logs and return to school for GCS incentives. During the pandemic, we noted a large decrease in the numbers of students who returned summer reading logs. but we did have about 25% of our children who did return the logs. Most teachers use reading logs to document nightly home reading (which include parent signature), however, not all students return reading logs routinely. This can be attributed to remote learning and with the massive number of on-line assignments, reading logs seems less of a priority to parents. During remote instruction class dojo, email and phone messages are relied on heavier to promote events and curriculum nights. We had more than half of our students attend our recent Virtual Literacy Night event.	Limited Development 09/24/2019			
How it will look when fully met:	When the objective is fully met, students will actively use reading logs to document at home reading as indicated by completed logs. We will see at least 70% parent attendance/involvement in reading curriculum events. All teachers will routinely send home reading materials that include ways to help their children at home including resources from Reading School–Home Links, available from the U.S. Department of Education.	Objective Met 09/08/20	Deborah Parker	06/09/2020	
Actions					
9/24/19	Curriculum facilitator will share practical ways to increase reading time at home with teachers during PLC. Teachers will share this information with parents at the Bagels and Books event, parent-teacher conferences in October, and routinely throughout the school year.	Complete 10/22/2019	Heidi Pegram	10/04/2019	
<i>Notes:</i>					
9/24/19	Staff members will send reminders about the Bagels and Books event prior to October 8th and create excitement about the event on the morning show announcements.	Complete 10/22/2019	Teachers	10/08/2019	
<i>Notes:</i>					
10/23/19	Title 1 money will be used to purchase reading trackers and flashlights for our Bagels and Books event. Parents will gain practical ways to increase reading engagement at home.	Complete 10/22/2019	Heidi Pegram	10/22/2019	
<i>Notes:</i>					

9/24/19	Teachers will share practical ways for parents to help increase reading time at home including resources from the Reading School–Home Links, available from the U.S. Department of Education at the Bagels and Books event, during parent-teacher conferences in October and throughout the school year.	Complete 06/10/2020	Heidi Pegram	06/10/2020
<i>Notes:</i>				
9/24/19	All teachers will use nightly reading logs to track students at home reading time. Teachers can determine format of reading log to be used.	Complete 06/10/2020	Teachers	06/10/2020
<i>Notes:</i>				
9/24/19	Teachers will monitor reading logs weekly and make follow up phone calls to parents noting accomplishments and/or next steps for at home reading throughout the school year.	Complete 06/10/2020	Teachers	06/10/2020
<i>Notes:</i>				