

Comprehensive Progress Report

Mission: The mission of Bluford-Peeler S.T.E.A.M. Academy is to integrate Science, Technology, Engineering, Math and the Arts into a research based, rigorous academic curriculum with a focus on the whole child.

Vision: Our vision is to develop well rounded students and staff with character who positively impact their community through service to others.

- Goals:**
- By June 30, 2024, Bluford will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points, from 32.7% in 2022-23 to 35.7% in 2023-24. (A1.07, A2.04, A4.01, B3.03)
 - By June 30, 2024, Bluford will increase overall math proficiency by at least 3 percentage points, from 43.3% in 2022-23 to 46.3% in 2023-24. (A1.07, A4.06, B3.03, E1.03)
 - By June 30, 2024, Bluford will increase its overall Performance Composite by at least 3 percentage points, from 44.1 % in 2022-23 to 47.1 % in 2023-24. (A2.04, A4.01, B2.03, C2.01)
 - By June 30, 2024, Bluford will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 12.5% in 2022-23 to 7.5% in 2023-24. (B1.03, E1.06)
 - By June 30, 2024, Bluford will reduce the number of lost instructional days resulting from discipline referrals by 10% from 23 number in 2022-23 to 13 number in 2023-24.
- Building Capacity/ Implementation Infrastructure Priority Number 16: Processes/procedures and decision-rules are established for data-based problem-solving at each tier.



! = 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
<i>Initial Assessment:</i>		Classroom teachers are currently using different modes of delivering instruction (whole and small group instruction, one-on-one, computer time).	Limited Development 11/11/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Classroom teachers will work on the actions below during the 2022-2023 school year. Core classroom teachers, Specialists, and tutors will consistently use a variety of modes to deliver content and instruction. **Classroom teachers consistently used a variety of methods to deliver content and instruction during the 2019- 2020 school year.**		Shaunta Walker	06/20/2024
Actions			8 of 10 (80%)		
9/15/21	Specialists will work with classroom teachers to pull small groups of students to work on standards based activities.	Complete 05/30/2022	Classroom Teachers	06/01/2022	
<i>Notes:</i>					
9/15/21	Title I dollars will be used to hire tutors to work with small groups of students on standards based ELA lessons.	Complete 05/30/2022	ILT Leads	06/01/2022	
<i>Notes:</i>					
9/15/21	Teachers and students will use the Canvas platform as a means to post lessons and collect student assignments.	Complete 05/30/2022	Classroom Teachers	06/01/2022	
<i>Notes:</i>					
9/15/21	Student groups will be created using data from ELA, Math and Science Interim Assessments.	Complete 06/01/2023	Classroom Teachers	06/01/2023	
<i>Notes:</i>					
9/15/21	3-5 Classroom teachers will meet with small groups to re-teach/reinforce lowest scored standards.	Complete 06/01/2023	Classroom Teachers	06/01/2023	

<i>Notes:</i>				
10/14/21	Classroom teachers and MCLs will analyze data and implement strategies to help students achieve goals through means of instruction and intervention.	Complete 06/01/2023	Allison Childress	06/01/2023
<i>Notes:</i> Used Restart funding flexibility to help pay for MCL salary differentials.				
10/14/21	Classroom teacher will use the district provided Standard Treatment Protocol to inform intervention decisions.	Complete 06/01/2023	ILT Leads	06/01/2023
<i>Notes:</i>				
9/8/22	District provided tutors will assist classroom teachers in providing small group instruction.	Complete 06/09/2023	Shaunta Walker	06/10/2023
<i>Notes:</i> Tutors will be provided with a schedule and standards based tasks to complete with assigned students.				
9/15/21	Teachers will meet with small groups to re-teach/ reinforce content standards		Classroom Teachers	06/01/2024
<i>Notes:</i>				
9/15/21	A Multi- Tiered System of Support will be provided through Remediation, Intervention, Maintenance and Enrichment.		Allison Childress	06/01/2024
<i>Notes:</i>				
Implementation:		09/15/2021		
Evidence	6/8/2021 Teachers integrated technology, partner talk, hands-on learning with manipulatives and small group as some of the modes of instruction.			
Experience	6/8/2021 Core classroom teachers and Specialists used a variety of modes to deliver content and instruction. Teachers integrated technology, partner talk, hands-on learning, and small group as some of the modes of instruction. Classroom teachers consistently used a variety of methods to deliver content and instruction during the 2020- 2021 school year.			

Sustainability		6/8/2021 Classroom teachers will continue to incorporate a variety of methods to deliver content and instruction. We will continue to work on these actions during the 2020-2021 school year.			
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:		In 2022-2023, Bluford-Peeler will work to incorporate PBIS structures and lessons consistently. In addition to PBIS, we will continue to use the Check In-Check Out process to hold our most challenging students accountable for their individual behavior choices. Teachers will continue to use Social Contracts and Class DOJO as a means of communication to students and parents. We will also incorporate an Anti-Bullying Program (It's OK to Be OK) and participate in the district's SEL Cohort II.	Limited Development 10/08/2020		
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:		During the 2023-2024 school year, classroom disruptions will be at a minimum and office discipline referrals will decrease over time. School-wide procedures and routines will be clearly defined and consistently implemented. Students and teachers will report that our school is a great place to work and learn.		Kenya Donaldson	06/10/2024
Actions			4 of 5 (80%)		
9/15/21	Classroom/ Remote Learning expectations will be posted in every classroom and reinforced, daily.		Complete 11/19/2021	Classroom Teachers	11/10/2021
<i>Notes:</i> School returned back to full in-person instruction. Students that were out for quarantine purposes were the only students participating in remote instruction. (**2021-2022 School Year**)					
9/15/21	Teachers will explicitly teach and model safe practices and procedures in response to county-wide efforts to stop the spread of COVID-19 among students and school staff.		Complete 05/30/2022	Classroom Teachers	06/08/2022
<i>Notes:</i>					
9/15/21	PBIS practices will be taught and monitored to reinforce positive behavior.		Complete 11/10/2022	Classroom Teachers	11/10/2022
<i>Notes:</i>					
9/15/21	Teachers will incorporate SEL activities during morning meeting.		Complete 06/09/2023	Anitra Powell	06/10/2024

<i>Notes:</i>				
8/30/23	Use data from Educator's Handbook to identify most common administrative actions resulting in OSS.		Kenya Donaldson	06/30/2024
<i>Notes:</i>				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	During the 2022-2023 school year, teachers will implement the GCS units of study in grades K-5 for ELA and Math. Eureka Math and CKLA are implemented throughout grades K-5.	Limited Development 10/08/2020		
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Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	<p>During the 2022-2023 school year, CKLA (K-2) and Eureka Math (K-5) will be taught with fidelity and flexibility within classrooms. Observation and walkthrough data will show consistent implementation. Teachers will receive targeted support based on coaching data.</p> <p>When this objective is fully met, students will show proficiency in reading and math as outlined by the GCS Strategic Plan and Exceeded growth.</p> <p>Evidence to indicate progress includes but is not limited to student outcomes, walkthrough observations, and assessment data.</p>		Kristina Biddle	06/22/2024
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Actions		0 of 4 (0%)		
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9/15/21	Grade level teams meet collaboratively in PLCs and use data to drive instruction.		Classroom Teachers	06/02/2024
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		<i>Notes:</i> Used Restart funding flexibility for 2021-2022 and will continue during 2022-2023 to help pay for MCL salary differentials.			
9/15/21	Teachers will plan questions to promote higher order thinking and communication skills.			Classroom Teachers	06/02/2024
		<i>Notes:</i>			
9/15/21	Teachers will receive coaching to reinforce standards aligned instruction and improve areas that need adjustments.			ILT Leads	06/02/2024
		<i>Notes:</i> Used Restart funding flexibility for 2021-2022 and will continue during 2022-2023 to help pay for MCL salary differentials.			
9/15/21	Teachers will be recorded during instruction as a means of reflection on instructional practices.			ILT Leads	06/02/2024
		<i>Notes:</i>			
Implementation:			05/17/2021		
Evidence	5/17/2021				
Experience	5/17/2021				
Sustainability	5/17/2021				
	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are currently implementing PBIS lessons and the PBIS store will be opening soon. The School Counselor and Social Worker conduct Character Ed lessons on the Morning Show. Morning Meetings are conducted in some classrooms.	Limited Development 11/17/2019		
How it will look when fully met:		This objective will be fully met when all tasks are implemented consistently.		Johnita Readus	06/20/2024
Actions			4 of 6 (67%)		
9/15/21	Title I dollars will be used to provide materials to support Virtual Learning (Professional Development, Instructional Supplies for teachers and students, Online resources, Short & Long term planning meetings).		Complete 03/15/2022	Reasha Reives	03/15/2022
		<i>Notes:</i>			
9/15/21	Classroom expectations are posted and reinforced in all classrooms.		Complete 11/10/2022	Classroom Teachers	11/10/2022
		<i>Notes:</i>			

10/21/22	Title I dollars will be used to provide materials to support instruction (Professional Development, Instructional Supplies for teachers and students, Online resources, Short & Long term planning meetings, and field trips).	Complete 06/05/2023	Willette Carrington	06/05/2023
<i>Notes:</i>				
9/15/21	Daily "Shout Outs" by School Administration.	Complete 06/07/2023	Classroom Teachers	06/08/2023
<i>Notes:</i>				
9/15/21	PBIS Common Area expectations are reinforced by classroom teachers.		Classroom Teachers	06/02/2024
<i>Notes:</i>				
9/15/21	Each grade level will lead a Service Learning Project.		Grade Level Chairperson	06/08/2024
<i>Notes:</i>				

	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Classroom teachers and grade level teams plan instruction using the district's Scope and Sequence and Pacing Guides in addition to additional resources to enhance lessons.</p> <p>During Remote Learning, teachers communicated with families via Canvas, Class DOJO, telephone calls, text messages and home visits from the School Counselor and Social Worker. These actions were in an effort to ensure that all students had equal access to school resources. Classroom teachers also provided Ready Packets to all families.</p>	Limited Development 11/17/2019			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	Evidence of full implementation includes PLCs using district resources to plan lessons that include opportunities for student discourse. Students are self motivated to complete classroom and online assignments. There is an increase in student input during whole and small group instruction.		Kristina Biddle	06/08/2024	
<i>Actions</i>			2 of 9 (22%)		
9/16/21	Staff will participate in book studies, discussions and other Professional Development that focuses on best practices and methods to enhance instruction and student learning with an integration of dance, song and other modes of music.	Complete 05/20/2022	Kesandra Farmer-Gills	05/20/2023	
<i>Notes:</i>	Used Restart calendar flexibility to provide additional Professional Development facilitated by the district and school based days for planning and parent meetings.				
9/15/21	Flocabulary lessons are used in classrooms to enhance vocabulary skills.	Complete 06/08/2023	Kesandra Farmer-Gills	06/08/2023	
<i>Notes:</i>	Title I funds used for this resource.				
10/14/21	Classroom teachers will use the Standard Treatment Protocol to provide resources to paid tutors to help to meet grade level proficiency goals.		Classroom Teachers	06/01/2024	

<i>Notes:</i>				
9/15/21	Teacher incorporate SEL activities during Morning Meetings.		Classroom Teachers	06/08/2024
<i>Notes:</i>				
9/15/21	Teachers plan grade level instruction that incorporates content vocabulary.		Classroom Teachers	06/08/2024
<i>Notes:</i>				
9/15/21	Classroom teachers will teach and reinforce school wide test taking and problem solving strategies. (Reading PROS and RDW).		Classroom Teachers	06/08/2024
<i>Notes:</i>				
9/15/21	The ILT will conduct walk through observations focused on student engagement.		ILT Leads	06/08/2024
<i>Notes:</i>				
11/4/21	Teacher leaders will lead school wide Professional Development on Reading PROS test taking strategy and Read, Draw, Write.		Richard Sherman	06/10/2024
<i>Notes:</i>				
9/8/22	Department/Grade level meetings will be conducted to discuss student academic performance, set goals and ways to improve student engagement, increase rigor and provide support.		Classroom Teachers	06/10/2024
<i>Notes:</i> Used Restart funding flexibility to help pay for MCL salary differentials.				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

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>		In 2022-2023, the IPS team is working and will continue to work to fully implement a Multi-tiered System of Support. After the completion of BOY assessments, interventions for reading and math will be implemented.	Limited Development 10/08/2020			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		There would be an increase in student proficiency in reading and math as outlined in the GCS Strategic Plan. A Multi-tiered System for academic and behavioral support will be in place.		Shaunta Walker	06/08/2024	
Actions			2 of 5 (40%)			
9/15/21	A schedule will be created for implementation of a small group instruction model (RIME). RIME instruction will be monitored weekly for effectiveness of Remediation, Intervention, Maintenance, and Enrichment of skills for all students.	Complete 09/29/2021	Kristina Biddle	09/30/2021		
<i>Notes:</i>						
9/15/21	Teachers will use data collected from assessments, Exit Tickets and students observations during Live Remote Instruction to form small groups to reinforce standards.	Complete 05/30/2022	Classroom Teachers	06/08/2022		
<i>Notes:</i>						
9/15/21	Lesson plans will be monitored for alignment to the North Carolina Standard Course of Study.		Kristina Biddle	06/08/2024		
<i>Notes:</i>						
9/15/21	Multi- Classroom Leaders will support K-5 students who are not proficient in reading.		ILT Leads	06/08/2024		
<i>Notes:</i> Used Restart funding flexibility to help pay for MCL salary differentials.						
9/15/21	RIME Instruction will be monitored weekly for effectiveness of Remediation, Intervention, Maintenance and Enrichment of skills for all students.		Kristina Biddle	06/08/2024		

Notes: District paid tutors will work with small groups of students to reinforce concepts in Math and Literacy.
Used Restart calendar flexibility to provide additional student days.

Implementation:			06/08/2021		
Evidence		6/8/2021			
Experience		6/8/2021			
Sustainability		6/8/2021			

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
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Initial Assessment:	During the 2022-2023 the school will be implementing PBIS as the new system of supports. By June 2023, we will work to continue to reduce the number of lost instructional days due to OSS and ISS. Staff and students will also participate in Cohort II of the district's SEL Program.	Limited Development 10/08/2020		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	Students will exhibit more confidence and be secure in their actions as a result of teacher interactions and instructions. There will be more favorable student academic outcomes, decreased undesired behaviors, and increased positive communication among students and staff.		Kristina Biddle	06/08/2024
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Actions		3 of 6 (50%)		
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9/15/21	Title I supplies and material dollars will be used to support PBIS and SEL.	Complete 02/25/2023	School Treasurer	02/25/2023
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Notes:

9/15/21	Establish student SEL groups, as needed (Social Worker, Guidance Counselor, and School Psychologist).	Complete 05/19/2023	Anitra Powell	05/20/2023
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Notes: The school Guidance Counselor and Social Worker will deliver District developed professional development to school staff 3 times a year.

9/15/21	The school SEL Team will assist with lessons and other resources to enhance Social Emotional discussions in classrooms.	Complete 05/19/2023	Allison Childress	05/20/2023
<i>Notes:</i>				
8/30/23	Create and foster strong relationships between students and teachers by ensuring every student has an adult mentor in the building.		Anitra Powell	06/30/2024
<i>Notes:</i>				
8/30/23	Use positive reinforcement to improve student attendance.		Mia Gilliard	06/30/2024
<i>Notes:</i>				
8/30/23	Use tardy and absentee data to locate at-risk students and develop an action plan to improve attendance.		Mia Gilliard	06/30/2024
<i>Notes:</i>				
Implementation:		05/17/2021		
Evidence	5/17/2021			
Experience	5/17/2021			
Sustainability	5/17/2021			

	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
Initial Assessment:			<p>The following are in place to support student transitions:</p> <ul style="list-style-type: none"> • Middle school transition • Kindergarten transition • EC transition meetings • Teachers review cum folders • Speech Transition meetings 	Limited Development 10/08/2020		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Alignment of the K-8 curriculum, bridging the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school. Discussions about the responsibilities, procedural, social, and academic changes that young children and adolescents face when transitioning between all levels.		Anitra Powell	06/08/2024
Actions				2 of 3 (67%)		
	9/15/21	Kinder orientation at the beginning of the school year that focuses on student readiness.	Complete 08/19/2022	Cynthia Johnson	08/20/2022	
<i>Notes:</i>						
	9/15/21	The counselor will teach lessons/ lead discussions to 5th grade students about transitioning to Middle School.	Complete 06/08/2023	Anitra Powell	06/08/2023	
<i>Notes:</i>						
	9/15/21	Parent transition meeting for rising middle school and rising kindergarteners.		Anitra Powell	06/08/2024	
<i>Notes:</i>						
Implementation:			06/08/2021			
Evidence	6/8/2021					
Experience	6/8/2021					
Sustainability	6/8/2021					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A School Support Officer is assigned to our school. A School Improvement Team has been established. The team is responsible for the work set forth in any of the LEA indicators.	Limited Development 10/08/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is met we will have effective and accountable teachers and staff who are committed to adopting and engaging in shared and distributed leadership. Team structures will be established to drive improvement that will lead to increased student proficiency.		Johnita Readus	06/01/2024
<i>Actions</i>			1 of 3 (33%)		
	9/15/21	School leadership will meet regularly with SSO to discuss school progress and next steps.	Complete 05/30/2022	Johnita Readus	06/08/2022
		<i>Notes:</i>			
	9/15/21	The school ILT will meet regularly and attend district level meetings.		Shaunta Walker	06/08/2024
		<i>Notes:</i>			
	9/15/21	The School Improvement Team will meet regularly to monitor and assess identified school indicators.		Shaunta Walker	06/08/2024
		<i>Notes:</i>			
<i>Implementation:</i>			06/08/2021		
<i>Evidence</i>		6/8/2021			
<i>Experience</i>		6/8/2021			
<i>Sustainability</i>		6/8/2021			

	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:		The School Improvement Plan that outlines Key Indicators and Actions has been created. When the school improvement team implements the plan with fidelity and as written we will see increased student achievement, decreased OSS, and increased parent involvement as outlined for the 2022-2023 school year.		Limited Development 10/08/2020		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		A leadership team has been established with teachers, administrators, school counselor, specialists and parents. Meeting topics include but are not limited to student achievement and discipline data. The leadership team meets twice a month in different formats to discuss progress of school goals and needed improvements. Grade level teachers meet together to discuss data and plan for instruction. Meeting minutes and agendas will serve as evidence that this objective is fully met.			Shaunta Walker	06/08/2024
Actions				2 of 4 (50%)		
	9/15/21	Leadership/ subcommittee meetings occur twice a month to monitor the progress of each task in the SIP.		Complete 06/06/2022	Shaunta Walker	06/08/2022
		<i>Notes:</i>				
	9/15/21	School specialists (Music, Art, PE, Technology, Dance and Science teachers) will meet to discuss best practices within the classroom.		Complete 06/06/2022	Courtney Ferguson	06/08/2022
		<i>Notes:</i>				
	9/15/21	Grade levels meet weekly for planning of instruction for the upcoming week (at least 90 minutes).			Grade Level Chairpersons	06/02/2024
		<i>Notes:</i> Used Restart calendar flexibility to provide additional students days.				
	9/8/22	Peer interactions and partner work during meetings that focuses on best instructional practices.			Kesandra Farmer-Gills	06/10/2024
		<i>Notes:</i>				
Implementation:				05/17/2021		
Evidence		5/17/2021				

<i>Experience</i>	5/17/2021			
<i>Sustainability</i>	5/17/2021			

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
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<i>Initial Assessment:</i>	Grade level teams align standards and tasks, weekly. Classroom teachers/ Grade level teams develop formal and informal assessments to monitor student progress. Grade level teams have the agendas and minutes for PLC meetings.		Limited Development 10/08/2020		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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<i>How it will look when fully met:</i>	Grade level and other team structures will meet consistently for instructional planning and to discuss and carry out specific duties. Members of each team will have specific functions that address instruction, instructional methods, whole school improvement planning, family community connections and character development.			Kenya Donaldson	06/02/2024
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Actions			1 of 4 (25%)		
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9/15/21	Magnet/ Title I, Local and State funding dollars will be used to support this indicator.	Complete 04/10/2023	School Treasurer	03/20/2023
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<i>Notes:</i>				
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9/15/21	ILT members will support assigned grade levels with weekly planning.		ILT Leads	06/08/2024
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<i>Notes:</i>	Used Restart funding flexibility during the 2021-2022 school year and will continue during the 2022-2023 school year to help pay for MCL salary differentials.			
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9/15/21	Classroom teachers and ILT leads will review the Scope and Sequence and end of unit assessments.		ILT Leads	06/08/2024
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<i>Notes:</i>	Used Restart funding flexibility during the 2021-2022 school year and will continue during the 2022-2023 school year to help pay for MCL salary differentials.			
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9/15/21	Classroom teachers create Common Assessments and an assessment schedule.		Classroom Teachers	06/08/2024
<i>Notes:</i>				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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
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Initial Assessment:	<p>The Principal and Assistant Principal will conduct formal, informal, and walkthrough observations. Formal observations and feedback are documented through NCEES. Informal observations and feedback are documented on the Walkthrough Observation form. The Principal and Assistant Principal works through the steps of the Continuous Improvement Cycle (Data-PD-Focused Observations-Feedback) and conducts weekly PLC meetings.</p> <p>The Principal and Assistant Principal will conduct online observations through Microsoft Teams, during Remote Learning.</p>	Limited Development 10/08/2020		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	Evidence of this objective being fully met will be shown with the increase of student scores and proficiency at the end of the school year. PLC meetings will continue to be held throughout the school year. Grade level agendas will be uploaded into the Indistar platform.		Johnita Readus	06/08/2024
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Actions		3 of 5 (60%)		
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9/15/21	The Principal and Assistant Principal along with ILT Leads will facilitate discussions about best practices, lesson planning, communicating with parents, Remote Learning expectations, etc.	Complete 05/31/2022	Johnita Readus	06/02/2022
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<i>Notes:</i>				
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9/15/21	The Principal will establish expectations and processes for team planning and instructional delivery.	Complete 05/30/2022	Johnita Readus	08/15/2022
<i>Notes:</i>				
9/15/21	The Principal and Assistant Principal monitors lessons (Virtually and in person), meets with grade level teams, conducts classroom observations and reinforces best practices.	Complete 06/08/2023	Kesandra Farmer-Gills	06/08/2023
<i>Notes:</i>				
9/15/21	The Principal will establish expectations and processes for team planning and instructional delivery.		Johnita Readus	06/08/2024
<i>Notes:</i>				
9/8/22	The Admin Team will conduct data meetings with classroom teachers.		Johnita Readus	06/10/2024
<i>Notes:</i>				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

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
Initial Assessment:		<p>The ILT has reviewed and discussed historical EOG data. ILT Leads have been given grade level goals. Teachers have started to create and conduct small group and one-on-one instruction (Remotely).</p> <p>Stamina is a concern among students and they are encouraged to read for at least 30 minutes per day. Classroom teachers will teach and model best practices for test taking. Students will continually practice test taking over the course of the school year.</p>	Limited Development 10/08/2020		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		During the 2022-2023 school year, teachers will use the Continuous Improvement Cycle to drive decisions about instruction and Remediation, Intervention, and Enrichment times.		Alexis Jackson	06/02/2024
Actions			2 of 7 (29%)		
9/15/21		Use Title I funds to acquire additional professional development and classroom resources (Flocabulary, Reading A-Z, ARC Toolkits, etc.)	Complete 03/15/2022	ILT Leads	03/15/2022
		<i>Notes:</i>			
10/14/21		The ILT will meet to review and monitor the implementation of MTSS elements.	Complete 05/05/2022	ILT Team	05/05/2022
		<i>Notes:</i>			
10/14/21		Classroom teachers will use district assessment data to inform decisions about student selection to receive intervention from Literacy and Math tutors.		Classroom Teachers	06/05/2024
		<i>Notes:</i> Used Restart calendar flexibility to provide additional days.			
9/15/21		Classroom teachers will create common assessments to measure levels of proficiency across grade level standards.		Shaunta Walker	06/08/2024
		<i>Notes:</i>			

9/15/21	An assessment schedule will be created to assess student learning on grade level standards being taught.		Kristina Biddle	06/08/2024
<i>Notes:</i>				
11/4/21	As part of our Restart flexibilities our MCLs have continued to work with teachers to improve student outcomes through PLC meetings.		Shaunta Walker	06/10/2024
<i>Notes:</i> Used Restart funding flexibility during the 2021-2022 school year and will continue during the 2022-2023 school year to help pay for MCL salary differentials.				
11/4/21	MCLs will meet regularly with the principal to create action steps for classroom teachers.		Kristina Biddle	06/10/2024
<i>Notes:</i> Used Restart funding flexibility to help pay for MCL salary differentials.				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

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>		For the 2022-2023 school year, an Interview Team has been established. Mentors and Buddy Teachers have been established. Professional development is scheduled according to the needs of the faculty and staff. Improving Culture and Climate continues to be one of the main focuses.	Limited Development 10/08/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		There will be planned professional development that enhances growth opportunities that are well-aligned with teachers' and school leaders' areas of improvement. A survey of professional development offered will be completed by school faculty and staff. Retention of school staff members for the 2020-2021 school year will also serve as evidence of the objective being met.		Kenya Donaldson	06/08/2024
<i>Actions</i>			1 of 3 (33%)		
	9/15/21	The ILT will play a role in the hiring process, as well as a representative from the department that has the open position.	Complete 05/31/2022	ILT Leads	06/08/2022
		<i>Notes:</i>			
	9/15/21	All certified staff will create a Professional Development Plan and monitor progress at the middle and end of the year in NCEES.		Kesandra Farmer-Gills	06/08/2024
		<i>Notes:</i>			
	9/15/21	The Principal and Assistant Principal will conduct formal observations in NCEES and provide follow-up with staff.		Kesandra Farmer-Gills	06/08/2024
		<i>Notes:</i>			
<i>Implementation:</i>			06/08/2021		
<i>Evidence</i>		6/8/2021			
<i>Experience</i>		6/8/2021			
<i>Sustainability</i>		6/8/2021			

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>		During the 2022-2023 school year, we plan to increase parent involvement and communication between home and school. There have been planned parent learning sessions and evening curriculum nights. Classroom teachers use Class DOJO as a means to communicate with parents and send out reminders. Classroom teachers are asked to have consistent communication with parents of students who are struggling behaviorally or academically. The principal and Assistant Principal does Weekly Connect-Ed messages. Connect-Ed messages serve as reminders for the week's events as well as reminders the night before any event.	Limited Development 10/08/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		An established plan for parent communication will be implemented school wide. An Increase in parent-teacher communication, flexible meeting times and coaching on implementation of instructional strategies to support parents at home (Online meetings, lunch and learn, conferences, use of agendas, and communication logs).		Anitra Powell	06/08/2024
Actions			2 of 4 (50%)		
	9/15/21	Classroom teachers will contact all parents within the first 2 weeks of the school year.	Complete 10/07/2021	Classroom Teachers	10/15/2021
<i>Notes:</i>					
	9/8/22	Classroom teachers will facilitate Family Game as the initial activity of the school year.	Complete 09/01/2022	Classroom Teachers	09/01/2022
<i>Notes:</i>					
	9/15/21	Parent meetings, Lunch & Learn sessions, Student-led Conferences and other special activities have been planned to keep parents actively involved throughout the school year.		Kristina Biddle	06/08/2024

Notes: The school guidance department has been conducting Parent University Meetings.

In 2022-2023, used Restart calendar flexibility to provide additional student days.

9/15/21 Classroom teachers will update parents/guardians on classroom and/or school events by sending home a weekly newsletter, Canvas Announcement, and/or DOJO Message.

Classroom Teachers

06/08/2024

Notes:

Implementation:

06/08/2021

Evidence

6/8/2021

Experience

6/8/2021

Sustainability

6/8/2021