

Comprehensive Progress Report

**Mission:** The Alderman Road Elementary family is committed to excellence in academics, behavior, and character, through curious minds, helping hands, and caring hearts.

**Vision:** Alderman Road Elementary School envisions a school community in which every student, regardless of background, reaches his/her full academic and social potential.

- Goals:**
- 3rd & 4th Grade Students will achieve 60% proficiency on the Reading EOG.
  - 5th Grade Science will achieve 80% proficiency.
  - 3rd & 4th Grade Math students will achieve 70% proficiency.
  - 5th Grade Math students will achieve 65% proficiency.
  - Our school would like to improve our growth scores and proficiency by 25% for the following subgroups: Black Students and SWD.
  - 5th Grade Reading will achieve 70% proficiency.

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
Initial Assessment:			We have been a PBIS school for eleven years. For the most part, our students are well behaved and we do not have a lot of discipline issues. Due to staff turnover and older students appearing disconnected from our PBIS system and facing long-term SEL effects of the pandemic, it is time to re-energize our PBIS system and ensure teachers have the proper support.	Limited Development 10/05/2022		
How it will look when fully met:			Our office referrals will be reduced by 25% for the school year and teacher beliefs regarding student conduct will improve to 80% or higher on the teacher working conditions survey. We will also see more students being recognized through the PBIS system and incentives each quarter. All teachers will be proficient or accomplished in Standard II.		Lisa Popish	05/26/2024
Actions				0 of 7 (0%)		
	10/5/22	All teachers will review school wide PBIS expectations, establish classroom rules/routines and the Student Code of Conduct with students.			Homeroom Teachers	01/15/2023
Notes:						
	10/5/22	Teachers performing as developing in Standard II of the observation tool based on formal and informal observations will be referred to professional development or a coaching cycle on behavior management strategies to support their growth in classroom management and working with students that struggle with meeting behavior expectations.			Stephanie Matarese	02/28/2023
Notes: 9/26/2022--one of the beginning teachers has been identified of need additional support in classroom management and will begin a coaching cycle focused on classroom management strategies including visiting a model teacher in this area.						

10/5/22	<p>PBIS Incentives will be used to reinforce students meeting/exceeding behavior expectations:  Class DoJo Points given by teachers (used to earn individual rewards as well as an invitation to the quarterly PBIS celebration)  Class Compliments (given to whole classes by other staff; every 10 compliments the class is recognized and receives a whole class reward and a Bear Paw on the PBIS display in the main hall)</p>		Lisa Popish	05/31/2023
	<p><i>Notes:</i> 10/3/22--8 classes have already earned 10 compliments and have received their first whole class reward</p> <p>9/9/22--Students received information about incentives at the PBIS Kick-Off Assemblies</p> <p>8/17/22--Staff received training on the PBIS expectations and incentives.</p>			
10/5/22	<p>Educator's Handbook will be used to track major and minor disciplinary concerns. The PBIS team will review this data quarterly to determine any areas or concerns that might need to be addressed.</p>		Lisa Popish	12/20/2023
	<p><i>Notes:</i> 8/17/22--Teachers and staff were trained on Educator's Handbook and how to utilize this tool. Administration gets automatic texts/emails when a referral is made; teachers are able to track minor issues in the classroom and the actions they take as a result.</p>			
10/7/22	<p>A professional development session with teachers will be held to address equity and working with students from different backgrounds to support their work with all students in the class setting.</p>		Stephanie Matarese	01/31/2024
	<p><i>Notes:</i></p>			
10/5/22	<p>Morning meetings are scheduled for the first 20 minutes of each day for teachers to review and teach expectations, build a classroom community, and address any areas of concern for their classes.</p>		Stephanie Matarese	01/31/2024
	<p><i>Notes:</i> 8/17/22--All staff were trained on what a morning meeting is, and how to implement the morning meetings and were provided a wealth of resources to be used to facilitate a daily morning meeting.</p>			
10/5/22	<p>Grade levels will collaborate to establish a recess/playground management system to ensure equity in access to different areas available and adequate supervision of all students throughout the recess period.</p>		Stephanie Matarese	10/30/2024
	<p><i>Notes:</i> 8/15/22--Teachers were tasked with discussing and developing this plan as a team after completing the playground/recess safety training. Suggestions were provided for teams to consider.</p>			

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
Initial Assessment:			Currently grade levels and departments plan collaboratively after school on Mondays using resources provided by the district and school instructional team. Each grade level team also participate in a weekly 90-minute PLC to review lessons, best practices for instruction and to assist teachers with any materials needed to execute the lessons as designed. During grade level planning meetings, each grade develops a whole group lesson outline and contributes small group resources for the team to utilize in planning.	Limited Development 10/03/2022		
How it will look when fully met:			Grade levels and departments will plan collaboratively after school using resources provided by the district and school instructional team; each member of the team will leave with a plan, resources and ideas on how to implement with best practices. Each grade level team will also participate in a weekly 90-minute PLC to review lessons, best practices for instruction and to assist teachers with any materials needed to execute the lessons as designed. Teachers will work collaboratively to gather resources and materials for small group instruction and remediation. Evidence of these activities will be provided through the shared ARES Lesson planning folder, grade level minutes and PLC minutes. The 2024 TWCS will reflect that there has been growth in this area.		Melanie Baker	04/30/2023
Actions				0 of 4 (0%)		
	10/3/22	MTSS grade level teams will meet with the MTSS Coordinator bi-monthly to review individual students that are not showing proficiency with Tier I instruction; additional interventions will be determined and PEPs will be developed for these students.			Carrie Podobinski	12/16/2022
Notes: 9/26/22--MTSS training with grade-level teams						
9/12/22--MTSS and SST leaders attended district PD regarding MTSS and SST.						
8/18/22--MTSS and Student Services Team met to discuss the system and process as well as the roles of each individual.						



10/3/22	Weekly collaborative grade level planning (monthly departmental planning) using district and school-provided templates and minutes. All minutes from these sessions including resources will be housed in a Google Shared Drive to promote collaboration. Instructional team will support these sessions on a rotating basis.		Grade Level Chairs	12/20/2022
<p><i>Notes:</i> 9/13/22-9/23/22: PLCs focused on additional support with what collaborative grade level planning looks like and how it should be facilitated.</p> <p>9/12/22: First collaborative grade level planning sessions were held; teams were provided a grade level format to follow.</p> <p>8/22/22--school's master schedule and campus management plan provides the time to make this happen; grade level and departmental PLCs have occurred to train staff on expectations and to provide resources to facilitate these weekly meetings.</p>				
10/18/22	Grade-level teams will be prepared to share whole-group plans during their weekly 90-minute PLC with the ILT; teachers will be required to submit their finalized plans which include differentiation for independent work, small group instruction and the intervention/enrichment block (WIN) by 4 pm on Fridays. The ILT team members will be assigned a grade level to review and provide feedback on lesson plans.		Carrie Podobinski	01/31/2023
<p><i>Notes:</i> Week of Sept. 10, 2022--professional development was provided to teachers during PLC on the small group planning template, resources to be utilized for planning and how to differentiate instruction based on classroom data</p> <p>August 24-25, 2022: Grade-level planning expectations were reviewed with teams, and resources for planning including a grade-level lesson plan template and a grade-level checklist were shared with all teachers.</p>				
10/3/22	School-based professional development will be offered monthly in mini-sessions based on the needs survey conducted by SIT; staff will be able to attend sessions that meet their individual needs. Sessions will be led by teacher/staff leaders that are experts in the area that is being presented. Areas include but are not limited to: technology, best instructional practices, programs/systems, supporting high-risk students, classroom management, parent engagement, etc.		Danielle Hantz	03/15/2023

Notes: 9/29/22--Survey results shared with SIT; focus for the month of October will be Cleartouch, Impero Software, Nearpod/Flocabulary, Google Suite, Class DoJo/PBIS Support.

8/2022--Survey of needs and strengths sent out to staff.

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
Initial Assessment:			<p>Link to CCS Strategic Priorities: 1D, Create Tiers of Service:</p> <p>Currently, our staff is accustomed to providing tiered interventions for students who are experiencing academic struggles. Grade-level teams collaborate to identify and implement tier 2 interventions based on a student's academic data and adjust the interventions as needed based on progress or lack thereof. These interventions consist of differentiated instruction in a small group format. If the 2 interventions do not meet the need of a student, tier 3 interventions would be discussed, assigned, and monitored through the MTSS/SST Teams. If the student continues to struggle, he/she would ultimately be referred to the IEP Team for testing and determination if he/she qualified for EC services. These interventions are very important in identifying and meeting the needs of our English Language Students and our Students with Disabilities. Both of these groups have struggled academically behind other students in our school. The tiered interventions and services will help us identify and meet the student's specific needs.</p>	Limited Development 10/07/2022		

<b>How it will look when fully met:</b>	Teachers will continue to collaborate with their grade-level team and the instructional team to identify students that need to be referred to MTSS for additional support in reading, math or SEL. The MTSS team which includes the grade-level teachers will work to identify barriers to progress, analyze data and put interventions into place to support the whole child. This process is imperative to identifying barriers for our students that are ELL or EDS; additionally, it assists in identifying SWD that may need support in other areas. The MTSS team will support the teacher in implementing and tracking these students and their interventions; the team will meet back to review PEPs and determine the next steps based on each individual student's progress using progress monitoring data. Students that do not make adequate progress will have interventions adjusted or will be bumped to Tier 3 supports moving forward; through this process the team will also be able to determine which students should be referred to SST for a possible referral for additional support beyond MTSS. MTSS referral and SST referral will collect data on students receiving interventions and being referred for possible EC services, PEPs for students will be stored in a teacher folder within the staff shared drive and placed in student cumulative folders, and data will show growth in identified subgroups (Blacks, SWD, ELL and AIG).		Carrie Podobinski	05/26/2023
<b>Actions</b>		<b>0 of 8 (0%)</b>		
10/7/22	Small Group Planning--each teacher will use assessment data to create and plan for daily small groups that will take place during the last half of the instructional block in math and reading (Science for 5th Grade).		Homeroom Teacher	01/31/2023
Notes:	9/19/22--focus of PLCs is planning for and implementing small group instruction; lesson plan format shared with teachers, resources to be utilized, etc.			
10/7/22	Classroom teacher, Grade Level MTSS or SST will evaluate the effectiveness of tier 2 and 3 interventions. Student progress monitoring and/or pre-test and post-test data will be used to determine the effectiveness of the intervention. Students in Tier 2 that are not making progress will be moved to Tier 3 and referred to SST.		Carrie Podobinski	03/30/2023
Notes:				

10/7/22	WIN Block (What I Need)--a 40 minute block of instruction daily specifically designed for teachers and support staff (IAs and tutors) to provide small group remediation and enrichment. Based on school data, math will be 2x a week and reading 3x a week; 5th grade will be daily in math, reading and science. This time block will also be a priority for EC, AIG and ELL support staff to pull students for services.		Carrie Podobinski	03/30/2023
<i>Notes:</i> 10/3/22--Certified tutors will begin reading remediation in grades 1-5 using reading plans, MClass lessons and other district provided resources based on BOY data. 9/12/22--WIN IAs started pulling students and pushing into classes to support implementation; planning for WIN is a focus of PLCs for the next two weeks.				
10/10/22	Students identified as American Indian will receiving tutoring support 2x a week with a certified teacher to help close the achievement gap.		Lisa Popish	03/30/2023
<i>Notes:</i> 10/10/22---tutor began serving students today; she was provided a list of identified students and best times to provide them with academic support that will not disrupt their learning in the regular ed classroom.				
10/7/22	Grade Levels will meet with the Instructional Leadership Team after each benchmark window to analyze data and determine instructional focus areas. These data meetings will help determine tier 3 intervention needs, in-school tutoring needs, and how to improve the academic progress of students		Stephanie Matarese	05/20/2023
<i>Notes:</i> 9/26/22--Remediation/Title II plans have been submitted to the district and approved to provide 2 data days for all K-5 teachers; SIT agreed that Title I money would be used to supplement the additional costs that will not be covered with the Title II money.				
10/10/22	Classroom teachers will collaborate with EC teachers and specialists to ensure students are making progress towards IEP goals in the regular education setting and that their independent work is differentiated appropriately to meet their needs.		Homeroom Teachers	05/24/2023
<i>Notes:</i>				
10/7/22	Bi-monthly grade-level MTSS meetings with the MTSS Coordinator and Instructional Team to review student data and follow-up on interventions that have been put in place; the team will review PEPs and modify interventions as needed. The team will also determine which students should move on to SST (those making minimal progress). Additionally, the team will reach out to other stakeholders when other barriers to learning or progress are identified.		Carrie Podobinski	05/24/2023
<i>Notes:</i>				

10/18/22	To strategically support our SWD who historically are underperforming other subgroups, the master schedule has been designed to minimize the time students are pulled from the whole group and teacher-led small groups with their regular education teacher but to also ensure that their services are provided with the EC resource teachers. Title I and Remediation funds will be utilized to hire additional certified tutors to support small group instruction to ensure students that receive maxed-out services still have the opportunity to receive additional support with either a tutor or their teacher.		Carrie Podobinski	12/15/2023
<p><i>Notes:</i> October 2022--three certified remediation teachers joined the staff to provide remediation 5 hours a day for 3 days a week; four instructional assistants support remediation and enrichment by also providing support to teachers during remediation/enrichment 4 days a week. All tutors (certified and IAs) received professional development on best practices for small group and the plans used for these groups are data-driven and developed by the teacher and MTSS coordinator.</p> <p>August 2022--the master schedule is approved by SIT; a meeting with administration and EC team members was held to review expectations for scheduling services that minimize disruption to learning in the regular education classroom.</p>				

	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
<b>Initial Assessment:</b>			ARES is a PBIS school and each classroom has a calm-down corner for students to use as needed; counselors provide weekly SEL lessons to all classrooms. Teachers discuss and develop interventions for students through MTSS that are struggling with Tier I SEL supports. Teachers utilize student services staff for additional support as needed.	Limited Development 09/22/2022		
<b>How it will look when fully met:</b>			ARES will be an Exemplar PBIS school (through consistency with teaching, modeling and reinforcing school-wide expectations and implementing the PBIS practices as determined by the PBIS team). ODRs will be reduced by 25%. Each teacher will not only have a calm-down corner for students to use as needed, but they will understand how to implement these consistently in the classroom to support students' emotional needs. Counselors will provide at least bi-weekly SEL lessons to all classrooms; these lessons will be based on feedback from teachers on what areas students need support with. Teachers will know how to identify a student in distress and de-escalate a situation; teachers will consistently discuss, develop and effectively implement targeted interventions for students that are struggling despite school-wide systems. Student services staff will support students and staff as needed and will implement Tier 2 programming such as mentoring and CI/CO systems.		Lisa Popish	01/31/2023
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	9/26/22	Educator's Handbook will be used to collect school-wide data on minor disciplinary concerns as well as Office Discipline Referrals.			Stephanie Matarese	11/20/2022
<b>Notes:</b>			10/6/22--School Culture team reviewed data collected thus far to discuss the next steps with the implementation of PBIS and Tier 2 supports. Information on individualized behavior contracts was shared with teachers as well as a variety of editable contracts that teachers can utilize as needed.			
			9/23/22--Teachers are using Educator's Handbook to report major behavior concerns to the administration and are using it to track minor incidents at the classroom level.			
			8/23/22--Teachers were provided log-in information and time to familiarize themselves with the system.			

10/4/22	Teachers will submit referrals to MTSS Coordinator for any students continuously struggling with meeting SEL expectations to get support with implementing Tier 2 and Tier 3 supports.		Carrie Podobinski	11/30/2022
<i>Notes:</i>				
9/26/22	Counselors will provide SEL support through classroom guidance using the Second Steps curriculum.		Patricia Weaver	12/15/2022
<i>Notes:</i> 9/12/22--both school counselors are visiting classes weekly as time permits to deliver SEL lessons.				
9/26/22	School-wide PBIS Implementation: PAWS behavior expectations are taught, modeled, and reinforced in all areas of the building Class DoJo is utilized for Bear Points to reinforce positive behaviors; also used for parent communication to support students Class compliments are given out to classes for modeling PAWS expectations; classes are recognized in increments of 10 Quarterly PBIS Celebrations for students that meet their goals PBIS Shared Folder to house all documents and resources needed to implement PBIS successfully		Lisa Popish	01/31/2023
<i>Notes:</i> 9/9/22--School-wide PBIS Kick-off assemblies with students were held 8/23/22--PBIS Team led 3 hours of professional development on PBIS expectations, practices, routines, etc. with all staff				
9/26/22	Daily Morning Meetings will be implemented to address SEL needs and to create a community within the classroom.		Lamonica Tillery	01/31/2023
<i>Notes:</i> 8/23/22--Training and resources on what a morning meeting is, how to conduct one and what it looks like was provided to all homeroom teachers; a block of time is carved into the daily master schedule to allow teachers time to implement morning meetings				

	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:			Currently ARES provides the following opportunities to support transitions: Beginner's Day for rising Kindergartners, 6th Grade Orientation for 5th graders transitioning to middle school, a hot list through SST to identify students that need to be followed up on immediately in the new school year and the use of Class Composer to create a snapshot of students for the next year's teacher. Additionally, the final family engagement night of the school year is scheduled to be an end of year/transition event where families are provided resources for the summer and have the opportunity to engage with teachers in the next grade level.	Limited Development 10/03/2022		
How it will look when fully met:			ARES will continue to provide the following opportunities to support transitions: Beginner's Day for rising Kindergartners, 6th Grade Orientation for 5th graders transitioning to middle school, a hot list through SST to identify students that need to be followed up on immediately in the new school year and the use of Class Composer to create a snapshot of students for the next year's teacher. Additionally, the final family engagement night of the school year is scheduled to be an end-of-year/transition event where families are provided resources for the summer and have the opportunity to engage with teachers in the next grade level. Grade levels will also engage in vertical planning sessions at least 3x a year to plan field trips, activities and to determine gaps between grades.		Melanie Baker	05/26/2025
Actions				0 of 4 (0%)		
	10/13/22	Vertical Team Planning			Lisa Popish	05/25/2025
Notes:						
	10/13/22	End of Year Transition Night			Correlate Team Chair	05/25/2025
Notes:						
	10/13/22	Class building and data transfer for the upcoming school year (Class Composer, Hot List, Transfer of Records to Middle School)			Grade Level Chairs	05/25/2025
Notes:						



10/13/22	Transition Events: Beginner's Day (day of activities and resources provided to families to ease the transition into Kindergarten for the upcoming school year), Open House (all families PreK-5 receive the opportunity to meet the teacher, review expectations for the year and receive information on grade-level content/resources), 6th Grade Orientation (in coordination with feeder middle schools to ensure a smooth transition from the elementary to middle school level); End of Year Transition Night (students and families will have the opportunity to meet with teachers in the grade they are being promoted to, resources for continued growth over the summer will be shared and what to do to be prepared for the next year will be provided).		Correlate Chair	05/25/2025
<i>Notes:</i> 8/25/22--Open House for the 22/23 school year was held in person; students and their families were able to meet teachers and key staff, become familiar with our building and receive information about important school-related items such as transportation, PTA, club opportunities, etc. Every student was provided a book upon departure.				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/03/2022		
How it will look when fully met:			With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Jackie White	06/01/2023
Actions				0 of 4 (0%)		
	10/18/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.			Curriculum Specialists, Area Superintendent	06/01/2023
Notes:						
	10/24/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.			Jackie White	06/01/2023
Notes:						

10/24/22			The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Jackie White	06/01/2023
Notes:						
10/24/22			Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Jackie White	06/01/2023
Notes:						
	KEY	B1.03	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The principal, assistant principal, and instructional coaches meet at least 2x a month to discuss school improvement, areas of concern, and progress on action steps. The team has a form that is utilized for walk-throughs of classes as part of evaluating effective practices in the classroom environment.	Limited Development 08/09/2022		
<b>How it will look when fully met:</b>			The Leadership Team will consist of the principal, assistant principal, instructional coaches, MTSS coordinator, SIT chair, and Student Services chairperson that meet at least 2x a month; grade-level chairs will attend at least one meeting a month. The Leadership team will review the SIP, review actions and implementation of initiatives as well as data collected regarding effective practices in the classrooms.		Stephanie Matarese	12/02/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
8/9/22			A schedule of leadership team meetings will be made so all members are aware of when meetings are occurring. The agenda for each meeting will be attached to the Google Calendar used by the school so members are prepared to come into the meeting.		Lamonica Tillery	11/30/2024

Notes: 8/9/22--action created; school handbook already indicates the day of the week that these meetings will take place. Meeting time and actual dates will be added to the ARES Staff Google Calendar.				
10/13/22	Team will develop a tracking tool that will help collect data to determine effectiveness of interventions including but not limited to: PBIS, Small Group Instruction, Time on Task, Aligned Instruction, High Yield Strategies, Differentiation		Stephanie Matarese	11/30/2024
Notes:				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Distributed leadership and collaboration

	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
<i>Initial Assessment:</i>			<p>Link to CCS Strategic Priorities: 2C: Develop talent pathways and data-driven professional learning; Our school is in the first full year with a new principal, one new instructional coach, a new interventionist, new student services support staff, and over 15 new teachers in the past two years. We are redesigning the decision-making process so all stakeholders have a voice and are part of the decision-making process. We will create multiple opportunities for leadership throughout the building including but not limited to serving as SIT representative, Grade-Level chair, Singapore Math Team, Correlate Chairperson, leading school-based PD, and sponsoring a club/activity/event. Our master schedule will provide daily planning time across grades and a weekly PLC of 90 minutes for collaboration; our school campus management plan will include time on Thursday afternoons to conduct campus-based PD, hold correlate team meetings and SIT; Mondays will be reserved for grade-level planning with the support of the instructional team.</p>	Limited Development 10/18/2022		

<p><i><b>How it will look when fully met:</b></i></p>	<p>Teams, their purpose, the master schedule, and all necessary items to facilitate a distributed leadership model will be outlined in the staff handbook including a schedule of when teams will meet. Each team will have a specific role and purpose; each team will have at minimum a chairperson and a recorder/timekeeper; each team will follow norms as established by the SIT; each team will utilize an agenda and take minutes at its meetings which will be stored in the school shared folder for access by all staff; each team will report back to administration and SIT as required to plan and implement necessary actions to support the work of the team. A member of the instructional leadership team will serve on each identified team in the building as a resource. Teams will work together as needed to ensure full implementation of MTSS and progress with SIP goals.</p>		<p><b>Stephanie Matarese</b></p>	<p><b>05/26/2024</b></p>
<p><b>Actions</b></p>		<p><b>2 of 4 (50%)</b></p>		
<p>10/18/22</p>	<p>Leadership among grade-level teams will be distributed among members: one member will serve as SIT representative (elected), one member will serve as grade-level chair and one member will serve as the Singapore Math team representative.</p>	<p>Complete 08/30/2022</p>	<p>Grade Level Teams</p>	<p>08/30/2022</p>

*Notes:* August 24, 22--Grade-level chairs met with school administration to review expectations as the grade-level or department leader; chairs were equipped with a list of responsibilities and were provided the opportunity to ask questions and engage in discussion of leadership practices moving forward.

July 2022--The Singapore Math team met for the day to discuss their role, to collaborate and plan based on standards for each grade, and to put together math kits for each classroom.

June 2022--SIT representatives were elected by team members for the 22/23 school year; teachers submitted an application to serve as the Singapore Math representative and the administrative team appointed grade-level chairs that have demonstrated leadership abilities and selected the Singapore Math representatives from those that applied. The first 30 minutes of the SIT retreat involved reviewing the purpose of SIT, member roles, and by-laws to ensure effective leadership by all members.

10/18/22

Correlate Teams will be created in the following areas:  
Purpose & Direction  
Data, Resources & Technology  
Home/School/Community Relations  
School Culture  
Each staff member on the payroll will be assigned to a team; staff will be able to indicate their preference at the end of each year as to which team they will serve on.

Complete 08/30/2022

Kamin Burns

08/31/2022

*Notes:* Sept. 30, 22--The School Culture Team which is responsible for PBIS has met, and revamped the school-wide PBIS initiative, trained staff, providing resources and information for implementation. The Purpose and Direction team planned and successfully facilitated the Title I/Curriculum night activities as part of September's family engagement night.

Aug 23, 2022--correlate teams met for the first time, reviewed norms, voted on correlate leaders, and started to divide up tasks for the year between team members to ensure all staff is active participants in contributing to the work of the correlate team. Each team has a folder housed in the staff-shared drive to take minutes, and keep resources and information created throughout their work.

Aug 12, 22--new employees were assigned to correlate teams to ensure equity in representation across the building

June 24, 2022--staff requests for which correlate team they preferred were reviewed and honored as much as possible; when unable to honor the first choice decision on placement was based on seniority. The SIT reviewed the membership of all four correlates to ensure representation from each area of the building/all departments and also created a list of tasks that each team would be responsible for.

10/18/22 Grade Level teams will meet weekly on Mondays to plan together and also for 90 minutes later in the week with the Instructional Leadership Team at least once a week to collaboratively plan instruction and share ideas/best practices.

Instructional  
Coaches

05/25/2023

*Notes:* Week of 8/22/22: Grade-level teams met with the instructional team to review norms, expectations and resources to be used in collaborative planning; the meeting also reviewed when the meetings are scheduled (Mondays after-school for grade-level planning, 90 Minute PLCs scheduled by grade on Tues-Fri)

10/18/22 Grade-level teams will meet during their resource period on every other Monday to review student data, progress with interventions in place and to discuss next steps as needed to support the growth of all students. The MTSS coordinator will take the lead during these meetings and will support teachers with implementation of PEPs and resources needed to ensure interventions occur and that data is collected on effectiveness.

Carrie Podobinski

10/31/2023



*Notes:* 9/24/22--first meeting with the MTSS coordinator was held; a hot list of students was reviewed, the MTSS intervention referral form was shared and initial data for the first round of remediation was developed.

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal and instructional leadership team currently conduct formal and peer observations as required by the state and complete walk-throughs of classrooms both individually and as a team; these activities are scheduled based on identified needs.	Limited Development 08/22/2022		
<i>How it will look when fully met:</i>			The principal and assistant principal will complete formal observations with written feedback based on each staff members observation/evaluation cycle; first round observations will be completed by the end of October; second round observations will be completed by mid-February and final observations will be completed by mid-April. The instructional leadership will complete walk-throughs as both a team and as individuals; informal written feedback will be provided via a Bear News postcard and the district I-Rounds form. The Instructional Team will meet monthly to determine the walk-through schedule based on data and needs observed. New staff and teachers will be the focus of the first month of school each year.		Stephanie Matarese	02/07/2025
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	8/22/22		Formal observations have been divided between the principal and assistant principal for the school year; both administrators have a near equal amount of beginning teachers/staff, staff, on comprehensive plans and staff on abbreviated plans.		Stephanie Matarese	10/30/2022
<i>Notes:</i> 8/22/22--the staff for the 22/23 school year has been assigned to the principal and AP; it has also been shared with staff so they know which administrator will observe them and work with them on their PDP. Additionally, the assigned administrator will serve for disciplinary needs and parent/teacher conference needs on a case-by-case situation to provide consistency.						

9/26/22	Teacher walk-throughs: the instructional leadership team will designate grade levels to visit weekly as a team as well as individuals or grades to visit individually. The team has developed a Google Doc to provide written, immediate feedback that is shared with individual teachers; this walk-through tool mirrors the district's I-Round tool.		Stephanie Matarese	10/31/2022
<i>Notes:</i> 9/19/2022--digital walk-through tool was shared with the instructional team and will be used for the first time this week on the walk-through schedule.				
8/22/22	Bear News Notecards have been ordered and have arrived for Instructional Team members to leave informal feedback; the district has updated the I-Rounds form for the current school year which will also be utilized.		Stephanie Matarese	12/19/2022
<i>Notes:</i>				

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>			<p>Link to CCS Strategic Priorities 2C: Develop talent pathways and data driven professional learning</p> <p>The instructional leadership team looks at individual teachers, school-wide and district-standardized assessment data to determine areas that can be improved, to identify standards that need remediation, to determine which teachers need additional support, and to plan remedial support for students. The instructional leadership team will collect data during walk-throughs to determine the professional development and coaching needs of the staff. Data collected will be shared monthly with the school improvement team.</p>	Limited Development 10/18/2022		
<i>How it will look when fully met:</i>			The instructional leadership team will analyze student performance data and disaggregate information by subgroups to determine instructional areas of focus, standards for remediation, which teachers need additional support, and to determine how to support identified groups historically underperforming. Classroom observation data will be collected and disaggregated to show patterns of professional practice across the faculty; this information will be used to determine teachers that need additional support and to determine the professional development needs of staff. Information based on the analysis of this data will be shared with the SIT for planning purposes.		Stephanie Matarese	05/24/2024
<i>Actions</i>				0 of 2 (0%)		
	10/18/22	The leadership team will meet at least once a month with the purpose of disaggregating standardized/benchmark/diagnostic testing results.			Melanie Baker	05/24/2024

*Notes:* September 2022: the ILT met to review the IRR from 21-22 EOGs, identified sub-groups that are historically underperforming, and used the data to set goals for the current school year. The team created a presentation of the data to share with all staff (Sept. 15,22). Additionally, at the conclusion of K-3 beginning of year MClass testing, the team reviewed the results, assisted teachers with grouping students for small group instruction as well as remediation, and provided support to teachers in analyzing their own classroom data.

10/18/22 The leadership team will design and utilize a walk-through observation instrument to collect data on teacher practices, high-yield strategies, and implementation of Wonders, Envisions, Small Group Instruction, etc. A schedule of walk-throughs will be scheduled for the team and individual members of the team weekly.

Stephanie Matarese

11/30/2024

*Notes:* 9/24/2022--a walk-through instrument aligned with district priorities that also provides immediate feedback for the teachers was implemented; the ILT also created a google spreadsheet to schedule walk-throughs each week (each team member has 3-5 assigned teachers to visit weekly and the team will complete a walk-through of 1 -2 grades as at team weekly)

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school currently recruits new staff through word of mouth, district advertisements, and social media advertisements in addition to attending the yearly job fair and reviewing visiting international faculty candidates as possible employees. Staff currently receive feedback through formal and informal observations. Staff are recognized weekly in the shout-out section of the weekly newsletter, through a new star staff member of the month program, and via other initiatives such as TOY. Teachers are provided incentives and rewards throughout the year such as dress-down days, food bars, small treats, and other morale initiatives.	Limited Development 08/22/2022		
How it will look when fully met:			New staff will be recruited through word of mouth, district advertisements, and social media advertisements in addition to attending the yearly job fair and reviewing visiting international faculty candidates as possible employees. Staff will receive written feedback through formal and informal observations. Staff will be recognized weekly in the shout-out section of the weekly newsletter, through a new star staff member of the month program, and via other initiatives such as TOY. Teachers will be provided incentives and rewards throughout the year such as dress-down days, food bars, small treats, and other morale initiatives. Data used to determine full implementation and teacher/staff feedback will include: continued reduction of teacher/staff turnover, increased scores on TWCS, and feedback through an informal survey at the middle and end of the year.		Lamonica Tillery	11/30/2023
Actions				0 of 3 (0%)		
	8/22/22	Teacher recognition via weekly newsletter, monthly star staff program and through promotion via social media.			Tracy McLeod	12/19/2022
Notes:						

10/10/22	The SIT will create teacher/staff leadership opportunities and provide support to staff that want to grow as a leader within our building.		Kamin Burns	01/31/2023
<p><i>Notes:</i> 10/13/22--Teachers (total of 6) will lead professional development mini-sessions as our school-wide staff and PD meeting; teachers will have the opportunity to participate in 30 minute mini-sessions with their peers to sharpen their skills in an area that they need more support: Class Dojo, ClearTouch, Impero, Google Suite, EC/SWD Support, Nearpod/Flocabulary, LETRS</p> <p>8/23/22--Correlate Teams (total of 4) met and elected chair and co-chairs; departments elected representatives for the SIT. Additionally, 3 teachers have been selected to served on the district math advisory team and each grade level has one teacher that serves as the Singapore Math teacher lead for their grade.</p>				
8/22/22	When vacancies arise, the grade level or departmental chair will be included in the interview process along with members of the instructional team.		Stephanie Matarese	05/20/2023
<i>Notes:</i>				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school currently hosts monthly family engagement nights, family reading nights, and school spirit activities throughout the year. While these nights have been very successful for many of our families and appreciated by the parents/guardians who attend; only about 15% to 20% of our families come out for these events. The school communicates regularly with families via parentlink and ClassDoJo.	Limited Development 10/05/2022		
<i>How it will look when fully met:</i>			We have set a goal for increasing our parent/guardian engagement to at least a 30% participation rate during family engagement activities such as Family Reading Nights, Math Night, Science Night, and Multi-Cultural Night. We will also host during-school events for parents who are able to participate during the school day. Parents will also have the opportunity to leave events or to receive information/resources from the school to support learning at home.		Lamonica Tillery	03/30/2023
<i>Actions</i>				0 of 5 (0%)		
	10/7/22		Grade Level Teams will send home a bi-weekly newsletter to inform parents of important events, current topics/skills/standards being studied, and share specific strategies for parents to utilize at home to assist students. The school will also send home a school newsletter monthly to highlight school activities, resources, events, and ways that parents/guardians can get involved.		Grade Level Chairs	10/30/2022
			Notes: 9/15/22--Purpose & Direction team reached out to each grade/dept to get information for the school newsletter which was sent home the last week of September to all families 8/17/22--a classroom newsletter template was developed and shared with teachers			
	10/7/22		School-wide and teacher/parent communication will be through the Class DoJo App; the school will also frequently post to the school webpage and social media accounts about events, activities and happenings here at the school.		Stephanie Matarese	11/30/2022

	<p><i>Notes:</i> 9/9/22--All HR teachers were asked to share their classes with key staff in the building including but not limited to admin, instructional coaches, teacher assistants, resource teachers, counselors, social workers, etc. so that these staff can communicate with families as needed.</p> <p>8/25/2022--All families were provided a postcard that would allow them to connect directly with their teacher</p> <p>8/23/2022--Staff were trained on how to access Class DoJo and how to utilize its communication tools to work with parents</p>			
10/7/22	Parentlink auto-call and a written version of the same information will be shared by the principal at least once weekly.		Stephanie Matarese	11/30/2022
	<p><i>Notes:</i> 8/29/22--Parentlink information is set-up in blackboard and 85% of our families are connected on Class DoJo</p>			
10/7/22	School-wide curriculum-based family engagement activities will be planned throughout the school year (monthly reading nights, Math and Science night, Engineering and Technology, etc.); additionally, there will be multiple opportunities at these events to receive resources and take-aways to support learning at home.		Lamonica Tillery	12/16/2022
	<p><i>Notes:</i> 9/22/22--Title I Meeting and Curriculum Night: parents were invited out to learn more about our school's identification as Title I; the PTA presented information and then parents were allowed to visit each grade level to receive information about the curriculum, resources for at home and support with accessing technology tools to support their students; each student received a free book.</p> <p>8/25/22--Open House Night--parents were provided access to Class DoJo, ARES Parent/Student Handbook and each child received a free book</p>			
10/7/22	Hispanic Family Night--a night designated for our Spanish-speaking families; translators and the teachers of these students will be available. The goal will be to provide these families with the opportunity to engage with the teacher regarding their child's progress, strategies for at home, and resources to support learning. Information will be shared with parents regarding community resources, adult ELL classes, etc.		Kamin Burns	03/30/2023
	<i>Notes:</i>			