

Comprehensive Progress Report

Mission: Ed. V. Baldwin Elementary School will provide a safe, positive, and rigorous learning environment to prepare lifelong learners to reach their maximum potential.

Vision: At Ed. V. Baldwin Elementary School we strive to demonstrate quality learning with effective, challenging, experiences in a caring climate of respect and concern for all to support the academic, behavioral and social emotional growth of students.

Goals:

Student proficiency for the 21-22 school year on the Math End of Grade Tests was 35.4% proficient. This breaks down to 37.1% (Third Grade), 26.9% (Fourth Grade) and 40.9% (Fifth Grade). For the 22-23 school year, our overall goal for Math is 60%. This is a breakdown of 58.9% (Third Grade), 65.5% (Fourth Grade) and 55.4% (Fifth Grade).

Student proficiency for the 21-22 school year on the Reading End of Grade Tests was 33.8% proficient. This breaks down to 34.8% (Third Grade), 29.5% (Fourth Grade) and 36.6% (Fifth Grade). For the 22-23 school year, our overall goal for Reading is 63.4%. This is a breakdown of 67.4% (Third Grade), 65.5% (Fourth Grade) and 56.6% (Fifth Grade).

The School Performance Grade will improve from a "D" to at least at "C". Ed V. Baldwin's overall target is 58% proficiency to improve to a "C" school.

Student proficiency for the 21-22 school year on the Science End of Grade Tests was 54.8% proficient. For the 22-23 school year, our overall goal for Science is 61.4%.

Student proficiency in our challenged subgroups, students with disabilities, will grow from 8.82% proficient to 50% proficient.



| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---------|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Baldwin is a PBIS Model school, with a SET score of >90. New teachers must be integrated into the PBIS methods, as well as veteran teachers continually provided with additional strategies to meet student needs. School-wide systems must be in place to support ongoing use of strategies by staff. | Limited Development 09/27/2022 | | |
| <i>How it will look when fully met:</i> | | Baldwin will strive to be a PBIS Exemplar School, with a SET score of >95. All teachers will score at least proficient on their Standard 2 of the NC Teacher Evaluation System. ODR will decrease by 20% as evidenced by data in PBIS Rewards and instructional time will increase as a result of fewer ODRs. Feedback on the TWC survey and student surveys will support this indicator. Data from PBIS Rewards will be used to monitor progress. Morning meeting walk-throughs will be implemented to check for fidelity; events and PBIS rallies will be incorporated throughout the year. | | Desiree Roy | 05/31/2023 |
| Actions | | | 0 of 3 (0%) | | |
| | 9/27/22 | Morning Meetings will be built into the daily schedule; each teacher will be responsible for conducting a morning meeting daily to review PBIS expectations, build a community in their classroom and to teach/model/practice appropriate behaviors and social skills. | | LaTeshia Bellamy | 05/31/2023 |
| | Notes: | <p>9/2022- Teachers begin their day with morning meeting. Morning meeting is built into the schedule. A Baldwin News Cast is in the works for students to share the announcements and daily ROAR expectations.</p> <p>8/27--morning meeting time is on the school's master schedule; training has been provided by the PBIS team and all staff have been provided access to resources to use as they plan the morning meeting.</p> <p>8/2019--training will be provided to staff on 8/20; additional resources will be provided to all staff to assist with facilitating morning meetings through the Baldwin Shared folder. The PBIS team will also work this year to add lessons for teachers to use based on the Amazing Acts of Character program.</p> <p>5/2019--discussion about timing and resources; flexibility in timing</p> | | | |

tabled for SIT retreat
 12/2020 - Behavior expectations have been modified for virtual learning and teachers will focus on reinforcing these expectations after winter break.
 2/2021 - morning meeting expectations and why morning meetings are important were reviewed with teachers. Morning meeting time is built in the daily schedule for all teachers.
 3/21 - 5/21 -There will be a 15 minute block of time every morning for morning meeting. PBIS rewards will be used next school year.

6/30/21--SIT will look into additional SEL resources to support the implementation of morning meetings; professional development will also be planned for staff in August.

9/10/21--Usage of PBIS Rewards will be implemented; a morning meeting folder with resources has been created; monitoring morning meetings with Fidelity. First Friday rewards will also be implemented. Training on morning meetings was provided during workdays, PBIS leads are providing support and the weekly bulletin includes information for staff.

9/27/22

A Bear Store will be utilized within the PBIS Rewards system to provide positive reinforcement to students; students will be allowed time to shop with their points and purchase items from the Bear Store. The PBIS team will also facilitate monthly events and other school-wide activities that students can use points to purchase access to.

LaTeshia Bellamy

05/31/2023

Notes: 9/2022-with the start of the 22-23 school year the Bear PBIS stores will be stocked soon. Students are gaining points through the PBIS incentive program now. Teachers share this information with students and families overtime.

8/27/18--The store will be set-up once the PBIS team can determine point value for items at its first meeting of the school year; the team recommends that K-2 students be allowed to shop weekly and 3-5 students be allowed to shop bi-weekly. The PBIS team will plan a fundraiser to purchase additional incentives.

8/2019--PBIS Rewards will be used for students to earn and shop with points at the classroom level; the PBIS team will plan monthly incentives and school-wide privileges that students can purchase access to with their points.

11/2020 - Class Dojo is being used virtually. A virtual school store has

been created and students are allowed to redeem their points.
 1/2021 - all staff received training on using positive reinforcement and how to use Class Dojo/the Bear Store to aid in positive reinforcement.
 3/21 - Virtual and in person students were able to purchase items/activities using their dojo points.

9/27/22

Second Steps and other resources will be provided to teachers to support the Morning Meetings and teaching SEL: counselors will complete small group with Tier 2 students and quarterly whole group lessons using Second Steps. Teachers are provided PBIS Rewards as a tool to use and collect data as well as an intervention bank to support SEL skills. The school has also implemented a Recovery Room for students that need more intensive support with SEL regulation and all classrooms having calming corner.

LaTeshia Bellamy

05/31/2023

Notes: 9/2022- second step lessons are being conducted by the counselors throughout the week. Teachers that do not PLC coverage receive this support weekly. Other teachers receive lessons on a monthly basis. Teachers also have the ability to complete follow up lessons during morning meeting.

12/1/21--Second Steps training for staff was conducted on 11/22 and will be implemented in classrooms for use during morning meetings, non-resource days and as a supplemental, targeted resource.

| 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: | | Teachers will utilize county approved resources and planning documents available through the C & I website to develop aligned lesson plans; grade levels will meet weekly to plan and lessons will be reviewed at PLC meetings with the leadership team. | Limited Development 09/27/2022 | | | |
| How it will look when fully met: | | Instruction in the classrooms will closely match the intended goals of the unit and weekly lesson plans. Teams will work together to plan whole group ELA and Math lessons, and activities for guided, small group and independent practice. Walk throughs will indicate these | | Rebekah Woodruff | 05/31/2023 | |

| | | | | |
|--|--|--------------------|------------------|------------|
| | plans are taught with 90% fidelity. Student proficiency on end-of-course tests will improve to at least 55%. | | | |
| Actions | | 0 of 2 (0%) | | |
| 9/27/22 | Vertical alignment table to communicate standards across grade levels. The progress here will be monitored through walk-throughs and lesson plan review. PD on this will be provided through PLCs, grade level planning and monthly PD days. | | Rebekah Woodruff | 05/31/2023 |
| <p><i>Notes:</i> 9/2022- Leadership walkthroughs began and feedback to teachers was provided. In PLC the team reported the overall notes from the walkthrough. In PLC discussion around how common themes among grade levels should be seen.</p> <p>9/8/2021--model lessons are being scheduled; walk-through tool reflects the expectation of alignment to standards as well as vertical alignment is included.</p> <p>10/2021 Teachers are provided a vertical skills alignment for reading and math. This allows teachers to see the connection among skills across grade levels to help with small group instruction.</p> <p>12/2021 Teachers participated in a math games PLC that allowed them to experience the same strands of what they teach across the grade levels.</p> <p>2/2021 Teachers utilize the county coherence map to check vertical alignment for small group instruction.</p> | | | | |
| 10/12/22 | Baldwin will work on increasing the proficiency of students with disabilities, our challenge subgroup. This will be done through EC pull out instruction, small group instruction and after school acceleration. | | Rebekah Woodruff | 05/31/2023 |
| <p><i>Notes:</i> 10/2022- EC groups have been pulled consistently</p> <p>9/2022- After school acceleration slips sent home to all students. The opportunity is not limited to bubble students this year, without IEPs.</p> <p>8/2022- EC teachers develop schedules to work with their students so that they will not miss majority of the general ed curriculum.</p> | | | | |

| | |
|----------------------------|---|
| 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> | The school's master schedule allows for designated small group instruction to address individual student needs daily; during this time student needs will be addressed through the use of additional staff members to deliver small group instruction as planned by the teacher. Teachers will review data and make adjustments to small group plans and station/center activities as needed. Teachers will progress monitor regularly, use the intervention bank of resources and will refer students not making progress to MTSS team for additional support (Tier 2 & 3). | Limited Development 09/27/2022 | | | |
| <i>How it will look when fully met:</i> | The school's master schedule allows for designated small group instruction to address individual student needs daily; during this time student needs will be addressed through the use of additional staff members to deliver small group instruction as planned by the teacher. Teachers will review data and make adjustments to small group plans and station/center activities as needed. Teachers will progress monitor regularly, use the intervention bank of resources and will refer students not making progress to MTSS team for additional support (Tier 2 & 3). | | Asteria Roseboro | 05/31/2023 | |
| Actions | | 0 of 2 (0%) | | | |
| 9/27/22 | MTSS meetings monthly to follow-up on aligned interventions and referrals to SST; PD during PLCs and the 4th Monday will be provided to support teachers. | | Meshonda Williams | 05/31/2023 | |
| <i>Notes:</i> 9/2022- MTSS meeting with teachers and counselors took place this month. Teachers had a review session of MTSS and the expectations in their classrooms including the new PEPs. Teachers will use the MTSS school dashboard for support or reach out to coaches and counselors as needed. 9/2021- Teachers learned the basics of MTSS and how to plan for instruction that meets individual student needs 10/2021- PD is provided by social workers and counselors to provide | | | | | |

teachers with a better understanding
 11/2021- In PLC teachers received information to better prepare them when documenting for SST
 12/2021- Teachers continue to seek support in PLC as needed
 1/2022- PD in PLC helped teachers realign themselves to the needs of their students after the break
 2/2022- Teachers continue to document and seek support as needed

9/27/22

Students scoring below the 50th percentile on standardized ELA or Math assessments will meet with the teacher in a small group every day, in all grade levels. Other students must meet with the teacher at least two to three days a week.

Rebekah Woodruff

05/31/2023

Notes: 9/2022- small group lesson plans are created using data from CCS unit pretests. Teachers are using CCS resources such as Wonders and Math Coherence Map to be sure to meet all students on their level.

9/27/17 - Indicator team met to review goals and assign responsibilities for monitoring implementation.

11/27/17 - Small group has been consistent, and at risk students are showing growth according to progress monitoring and Case data.

8/27/18- Leadership team will review data weekly with teachers during PLC to identify at-risk students and to plan instruction based on data

8/2019--one of the major instructional focuses this year will be small group support; teachers will meet weekly with leadership for planning support during PLCS and monthly to review data and student progress. Detailed small group plans are required and should be shared in the correct Baldwin folder.

11/2020 - Instructional assistants are assisting with small groups, small group plans are being created and checked by leadership each week and remediation is occurring on Tuesday evenings.

1/21 - Instructional assistants are still assisting with small groups so more students can be met with each day, remediation is occurring every Tuesday, and teachers are meeting with a minimum of 4 small groups a day.

3/21 - Virtual kids are being met with during the morning and in person kids are being met with in the afternoon. A minimum of 4 small groups are occurring each day to guarantee all students are being met with.

8/21- Small group instruction is planned for weekly to meet the needs

of all students

10/21- Tutors have been assigned students below grade level to work with in reading and math

12/21- Using assessment data teachers work with students in small groups to bring them to grade level

1/22- Teachers have after school tutoring 1-2/week to help support students with data below grade level

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|---------|---|---|-----------------------------------|------------------|-------------|
| Initial Assessment: | | | The school has earned PBIS Exemplar status in 2 of the last 3 years, and earned a 100 SET score on our PBIS visit this year, so positive behavior strategies are implemented consistently. But office referrals increased by almost 100 this year, and out of school suspensions almost doubled. The great majority of this increase was from the new students added to the school through redistricting. Though these students should demonstrate better behavior skills in their second year, the team still feels like additional strategies are necessary to address this increase and meet student needs. The PBIS Team has revamped the school-wide system and will utilize a program called PBIS Rewards; teachers will have time daily to meet with their class to build relationships and to teach/model/practice social-emotional skills. | Limited Development 09/28/2022 | | |
| How it will look when fully met: | | | Office referrals will continue to decrease; out of school suspensions will be reduced by 50%. Baldwin will return to be recognized as an exemplar school with PBIS. | | Kisha McLean | 05/31/2023 |
| Actions | | | | 0 of 2 (0%) | | |
| | 9/28/22 | A PBIS Intervention Program and Recovery Room. will be instituted to divert most administrative actions from out of school suspension. Students will be provided with counseling from the guidance staff, as well as social worker and administration while visiting the recovery | | | LaTeshia Bellamy | 05/31/2023 |

room. Students will be provided time to reflect on behaviors, learn about appropriate choices and return to the classroom. A classified staff member will monitor students during their time in the recovery room.

Notes: 9/2022-The PBIS recovery room is continuing to be implemented this year. Our support teacher works with the students to get them back into classroom as soon as possible after a misstep in their day. This teacher also reaches out weekly to check on frequent visitors to the room to make sure they are making good choices and modeling effective PBIS behavior.

9/27/17 - Indicator team met to review goals and assign responsibilities for monitoring implementation.

10/23/17 - ISS has been implemented and seems to be effective. A formal program for ISS has been developed.

12/1/2021--supplies and materials have been ordered to support this room; support staff use it as needed, but personnel has not been hired at this time due to limited applicants.

8/27/19- ISS did lead to a decrease in office referrals and suspensions according to preliminary data; the school will continue to fund a position to serve as the ISS coordinator. This staff member will facilitate continued learning for students assigned to ISS and will also check-in frequently with repeat offenders in a mentoring capacity.

11/27 - OSS data is not showing a drop off, but office referrals have dropped. Some more interventions are needed to proactively deal with students who are committing the major offenses that end up getting OSS.

8/2019--a classified staff member has been hired to fulfill this role and a location has been designated as the recovery room. The PBIS team will set-up perimeters for when students should visit the recovery room; the student services team will work with the PBIS interventionist on strategies and tools to use in helping students while they spend time in the recovery room.

5/21- Leadership is working on developing a calm down room for students to use next school year (21-22 school year).

| | | | | | | |
|---|------------|---|---|------------------------------|--------------------|--------------------|
| | 9/28/22 | Using our title one funds, we will fund a SEL Support Coach. An SEL Coach will be hired to work with Tier 2 and 3 students; Second Steps digital access will also be purchased to support teachers and daily morning meetings. | | LaTeshia Bellamy | 05/31/2023 | |
| | | <p><i>Notes:</i> 9/2022-Although a coach has not been hired as of now. Our PBIS recovery teacher and counselors have been taking on this role to ensure students have effective tools to work through issues that emerge throughout their day.</p> <p>12/1--no candidates have applied for the position</p> | | | | |
| | 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> | | <p>Pre-K conducts home visits before the school year begins.</p> <p>Incoming students participate in Beginners day before going to Kindergarten.</p> <p>5th grade goes to the middle school to aid in the transition to middle schools</p> <p>K-5 teachers send post cards to each student to introduce them to their new school and classroom.</p> | Limited Development 07/10/2019 | | | |
| <i>How it will look when fully met:</i> | | Students and families will feel welcomed and prepared upon enrolling in Baldwin Elementary School. Students will be made aware of the expectations for their next grade level for all students. Teachers will understand standards across grade levels. | | Rebekah Woodruff | 05/31/2023 | |
| Actions | | | 0 of 5 (0%) | | | |
| | 7/10/19 | A school newsletter will be sent out in August before school starts and this will continue on a monthly basis for the duration of the school year. Grade levels will send out weekly newsletters to their students. | | Rebekah Woodruff | 05/31/2023 | |
| | | <i>Notes:</i> 9/2022- the first monthly school newsletter was shared via DOJO and social media. A printed hard copy can also be found at the front of the | | | | |

building in the office.

9/2020--parent facilitator will collect information and publish the monthly school newsletter; all teachers were provided a template and instructions on how to share their classroom newsletter weekly (also dropped into school shared drive).

1/21- Teachers post weekly newsletters on Class Dojo each Friday and drop a copy in a shared drive.

12/1/21--Teachers send out weekly newsletters via PBIS Rewards and email; the school completes weekly all calls to communicate information to families.

7/10/19 Transition night will be held in May for all students and parents. Students will attend a short meeting to meet grade level teachers and ask questions about expectations or curriculum.

LaTeshia Bellamy

05/31/2023

Notes: 9/2022- Curriculum night and title one night was our first family night for the year. Families learned about the school data from the 21-22 school year as well as the curriculum for their child's grade level.

5/2019--Task had to be canceled due to school closure.

2/2021- Transition night will be held in May for all students and parents. Students will attend a short meeting to meet grade level teachers and ask questions about expectations or curriculum. Home/school community relations team will take lead on this event.

7/10/19 As new students enroll all teachers will schedule a family/school conference within the first 15 days of enrollment. Students will receive a welcome packet and admin conference which will be tracked by front office.

Meshonda Williams

05/31/2023

Notes: 9/2022- new students are welcomed by the admin team and counselors. Depending on needs the team will meet with families as they transition to the new school.

2/2021 - Teachers will schedule the family/school conference for new students and invite administration/counselor/social worker to join the conference so the family has an opportunity to feel like part of the Baldwin family and understand school expectations.

8/14/19 School-wide and grade level events will be planned annually to assist students and their families with transitioning not limited to, but to include: PreK and Kinder home visits in August, 5th grade middle school

LaTeshia Bellamy

05/31/2023

| | | | | |
|---------|---|--|------------------|------------|
| | orientation, Beginner's Day for rising Kinder students and Curriculum Night. | | | |
| | <p><i>Notes:</i> 9/2022--the start of this year Kinder had their open house and welcomed new families to the building. Our PreK team visited the homes of our students and got to know their families.</p> <p>9/2020--the SIT has identified the third Thursday of each month as a planned parent/family night event; transition activities will be included throughout the year in addition to specifically planned activities like orientation, beginner's day, etc.</p> | | | |
| 8/14/19 | Teachers will meet quarterly in vertical teams to ensure alignment of content and that students' needs are being met as they transition from one grade to the next. | | Rebekah Woodruff | 05/31/2023 |
| | <p><i>Notes:</i> AUG/SEPT 2020- Teachers participated in grade level band PLCs. We discussed common standards and skills among the bands. Teachers gained ideas within discussions for technology and how to execute virtual learning.</p> <p>OCT/NOV 2020- Teachers in grades 3,4,5 participated in a school led science vertical PD. Teachers in 3rd and 4th grade learned some of the most important standards to be emphasized. They learned about ways to connect curriculum in reading to science, most importantly the science that will be taught in 5th grade.</p> <p>NOV/DEC2020- Grade level bands learned about the new Flocabulary program. Lead teachers shared ways for the program to help among the grade levels. Teachers in bands shared ideas to help with the standards. They shared ideas so that the grade below had more clarity in their standards and how it connects to the one after.</p> <p>JAN 2021- Grade level bands learned about the new RAZ Kids and A-Z science program. Lead teachers shared ways for the program to help among the grade levels. Teachers in bands shared ideas to help with the standards. They shared ideas so that the grade below had more clarity in their standards and how it connects to the one after.</p> | | | |

| | | | | | | |
|----------------------------|--------------|---|------------------------------|--------------------|--------------------|--|
| 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: | Cumberland County School District utilizes twelve key indicators to provided effective school improvement plan foundation. Cumberland County Schools uses Indistar for planning, monitoring and showing progress in our schools. | Limited Development 09/30/2017 | | |
| | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | The LEA will assign a Central Services coach to each school using NCSTAR. That coach will review the initial plan, provide feedback on the initial plan, and provide coaching each month to assist the school through their school improvement process. The SIT will respond in a timely manner to any items that need to be addressed. | | Meshonda Williams | 05/31/2023 |
| Actions | | 9 of 10 (90%) | | |
| 9/30/17 | In accordance with State Board Education Policies we will complete a minimum of one formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section. | Complete 05/24/2019 | Human Resources Personnel, Principals | 06/01/2018 |
| <i>Notes:</i> | | | | |
| 9/30/17 | Low performing schools will receive monthly visits from curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback in writing regarding areas of improvement and success. | Complete 05/24/2019 | Central Office Curriculum Specialists | 06/29/2019 |
| <i>Notes:</i> 12/2020--Elementary Ed has had two visits with our LT to provide support. (Grades 3 & 4 were the focus) | | | | |
| 9/30/17 | Student Support Services will visit low performing schools monthly to ensure the SST and counseling processes are implemented effectively. | Complete 05/24/2019 | Student Support Services Personnel | 06/29/2019 |
| <i>Notes:</i> | | | | |
| 9/30/17 | Principals and Assistant Principals of low performing schools will participate in the Leadership Development programs and employ strategies and research while leading faculty to transform teaching | Complete 05/24/2019 | Meshonda Williams | 06/29/2019 |

| | | | | |
|---------|---|---------------------|--|------------|
| | practices. Other principal growth opportunities will be provided throughout the school year as needed. | | | |
| | <i>Notes:</i> 8/2019--The school principal has completed the BB&T Leadership Development Program and the school leadership team has also participated in NC State/Kellogg's "The Innovation Project" which included leadership training. The assistant principal also attends monthly future leadership meetings to continue building capacity in instructional leadership. | | | |
| 9/30/17 | Central office reviewers/coaches and/or School Support Director will attend SIT meetings when requested or a minimum of twice a semester to monitor decision making processes, to provide guidance, and to support effective practices. | Complete 05/24/2019 | Central Office Coaches and/or School Support Direc | 06/29/2019 |
| | <i>Notes:</i> | | | |
| 9/30/17 | Central Services staff members will be assigned to coach schools using NCSTAR and updated yearly as appropriate. | Complete 05/21/2021 | Jackie White | 06/30/2022 |
| | <i>Notes:</i> 10/20 - Jackie White was assigned as Baldwin's coach. | | | |
| 9/30/17 | Central office reviewers/coaches will review initial SIP and meet with their schools to provide feedback and suggestions to their schools on their SIP. Schools will resend their SIP to reviewers/coaches to make sure changes were made as directed. Reviewers/coaches will follow through on updates being made to plans as needed. | Complete 05/21/2021 | Central Office coaches as assigned | 06/30/2022 |
| | <i>Notes:</i> | | | |
| 9/30/17 | Central Office coaches will be trained on the NCSTAR coaching process by staff members from DPI. If additional training is required it will be done by those who have a strong understanding of the program processes. | Complete 07/13/2020 | Melinda Vickers, Alana Hix, Kandy Cox | 06/30/2022 |
| | <i>Notes:</i> | | | |
| 9/30/17 | Central office reviewers/coaches will provide coaching feedback once a month for the schools they are assigned by reviewing action monitoring information provided by schools and making suggestions and giving feedback on the completion of tasks at the school. The reviewer will also review documentation provided by schools as evidence of task completion. | Complete 05/21/2021 | Jackie White | 06/30/2022 |
| | <i>Notes:</i> 10/20 - coaching comments were left and discussed in the next months SIT meeting. 11/20 - coaching comments were left and discussed in the next months SIT meeting. | | | |

12/20- coaching comments were left and discussed in the next months SIT meeting.
 1/21 - coaching comments were left and discussed in the next months SIT meeting.
 2/2021 - coaching comments were left and discussed in the next months SIT meeting.
 3/21 - coaching comments were left and discussed in the next months SIT meeting.
 5/21 - coaching comments were left and discussed in the next months SIT meeting.

9/30/17

Central office reviewers/coaches of low performing schools will visit assigned schools in person no less than once a month. During this visit the Central office reviewer/coach and the principal will discuss appropriate data (Reading 3D, Standards Mastery Assessment results, EVAAS, discipline, attendance, etc.), observation processes and teacher support needs, various team meeting minutes and processes, and any additional support opportunities.

Central Office coach
as assigned

05/31/2023

Notes:

Implementation:

06/30/2021

Evidence

6/30/2021
Minutes from meetings, SIP and coaching comments, evidence from district office.

Experience

6/30/2021
Monthly meetings and professional development sessions provided by district.

Sustainability

6/30/2021
Continued monthly meetings, walk-throughs and professional development with the district.

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 leadership team has designated weekly meeting time; the team will review data, walk-through and observation data, and overall implementation of the SIP. The team will plan accordingly and also make any needed administrative decisions during these scheduled meetings.

Limited Development
09/28/2022

| | | | | |
|---|---|--------------------|-------------------|------------|
| How it will look when fully met: | The leadership team will meet weekly on Fridays to discuss and review implementation of effective practices. The leadership team will discuss any areas of concern. | | Meshonda Williams | 05/31/2023 |
| Actions | | 0 of 1 (0%) | | |
| 9/28/22 | Members of the leadership team will attend meetings prepared to discuss teacher informal and formal observations showing growth as well as areas where improvement is needed. Relevant data collected will be reviewed. | | Meshonda Williams | 05/31/2023 |
| <i>Notes:</i> 1/2020--the LT continues to meet weekly; discussions focus on walk-through data and assessment data. Team develops actions based on discussion and needs. | | | | |

| | | | | | | |
|---|------------|--|---|-----------------------------------|--------------------|--------------------|
| 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 |
| Initial Assessment: | | Each grade level has a team established with a grade level chair and a SIT representative. Additionally, there are four indicator teams established to monitor and implement the SIP; each team has a representative from each grade/department; indicator teams vote on chairpersons and SIT representation. Grade level teams meet weekly and indicator teams meet monthly. Grade levels meet weekly to plan together and each grade level also attends a weekly PLC with instructional coaches and administration. MTSS chair works with teachers each month to guide them through the process and review that proper interventions are in place. | | Limited Development 09/28/2022 | | |
| How it will look when fully met: | | Each grade level team will be established with a grade level chair and a SIT representative. Additionally, the four correlate teams will continue to monitor and assess the progress of the key indicators noted in the SIP. Meeting minutes and notes in the SIP will document progress throughout the year. MTSS will be a fully operated system within the building. | | | Meshonda Williams | 05/31/2023 |
| Actions | | | | 0 of 3 (0%) | | |

| | | | | |
|--|---|--|------------------|------------|
| 9/28/22 | Each grade level will have a grade level chairperson and an elected SIT member. | | Beonca Beyard | 05/31/2023 |
| <i>Notes:</i> 9/2022- SIT meetings are held each month with the leadership of the SIT chair 8/2022- SIT chair created the correlate teams based on interest and grade level | | | | |
| 9/28/22 | Correlate teams will take notes and enter into Indistar. Agendas will be reviewed by SIT chair and leadership team. | | Beonca Beyard | 05/31/2023 |
| <i>Notes:</i> 9/2022- Correlate teams met and discussed the key indicator assigned to their team | | | | |
| 9/28/22 | Teachers will meet twice a week in PLC to discussion curriculum implementation, state standards and data dives. | | Asteria Roseboro | 05/31/2023 |
| <i>Notes:</i> 9/2022- Teachers worked in PLC on Wonders PD, Curriculum updates and resources, Data Dives and MTSS overview | | | | |

| 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 school as of the 17/18 school year is in the category of low performing; the administrative team will conduct one formal observation of all teachers regardless of their renewal cycle status. The administrative team will also provide more intensive support to all new teachers. The leadership team will conduct walkthroughs regularly to provide on-going feedback to teachers. | Limited Development 09/28/2022 | | |
| <i>How it will look when fully met:</i> | | All teachers will be provided with constant and timely feedback on their teaching through walkthroughs, observations, comments on lesson plans, and feedback during grade level and PLC planning sessions. All teachers will show a minimum of proficiency on their summative evaluations and the school will improve from a letter grade of "D" to at least a letter grade of "C." | | Meshonda Williams | 05/31/2023 |
| Actions | | | 0 of 1 (0%) | | |
| 9/28/22 | The leadership team has created an instructional focus schedule for each week; team members conduct walk-throughs/I-Rounds during focus times with assigned grade levels and the leadership team | | | Asteria Roseboro | 05/31/2023 |

follows-up as a group during weekly meetings. Teachers receive immediate feedback. PLCs will be utilized to reinforce expectations and to provide information on trends. Monitoring will be done through lesson plan reviews, walk-through follow-up meetings and as the year progresses teacher-led PLC agendas

Notes: 9/2022- The leadership team has walked the building together to make observations as a team. Feedback was provided to the teachers
 9/2022- county support conducted an environment walkthrough with many positive things to share. A few coaching actions took place as a result.

| 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: | | Data is reviewed regularly at weekly grade level PLC and leadership team meetings as well as during monthly Indicator team and SIT. Grade level teams will plan whole and small group instruction based on data; the Indicator teams will plan actions to support full implementation of assigned indicators and the SIT will make adjustments to the SIP accordingly. Professional development is mostly planned by the district at this time; the leadership team will identify meaningful professional development based on individual staff needs at this time. | Limited Development 09/28/2022 | | |
| How it will look when fully met: | | Data is reviewed regularly at weekly grade level PLC and leadership team meetings as well as during monthly Indicator team and SIT. Grade level teams will plan whole and small group instruction based on data; the Indicator teams will plan actions to support full implementation of assigned indicators and the SIT will make adjustments to the SIP accordingly. Professional development is mostly planned by the district at this time; the leadership team will identify meaningful professional development based on individual staff needs at this time. The SIP and evaluations/certificates from PD will be evidence. | | Rebekah Woodruff | 05/31/2023 |

| Actions | | 0 of 3 (0%) | | |
|--|--|--------------------|------------------|------------|
| 9/28/22 | The Instructional Lab will be used as a data hub where each grade level will have a data wall to track ELA and Math data; each classroom will also have a data wall and every student will have a data notebook. One PLC day in the week will be focused solely on data. | | Rebekah Woodruff | 05/31/2023 |
| <i>Notes:</i> 9/2022- teachers have set up their classrooms with data walls for observing and monitoring students/class data. Data trackers for CCS unit assessments have been created and shared with teachers. After pre/post tests teachers will input data. This data will help guide PLC discussions as well as planning for small group instruction. | | | | |
| 9/28/22 | Professional development opportunities both within CCS and outside of CCS are shared on the Baldwin Weekly Newsletter. Teachers has the opportunity to attend PD that supports their interest as well as their challenges. At times, the leadership team will ask teachers to attend specific PD if they can see how it can help in the classroom. | | Rebekah Woodruff | 05/31/2023 |
| <i>Notes:</i> 9/2022- CCS PD opportunities have been shared. Coach is presenting for the district and has asked a few teachers to attend. 8/2022- NC PD opportunities have been shared | | | | |
| 9/28/22 | Professional development will focus on the implementation of the NCSCOS and CCS resources such as Wonders, Letrs PBIS and Math (Envisions). Teachers will be provided support throughout the year with the implementation of these programs through weekly PLC meetings and coaching support. | | Rebekah Woodruff | 05/31/2023 |
| <i>Notes:</i> 9/2022- Teachers have started their wonders units in reading and are off to a good start. This summer teachers worked on the Letrs training and will continue to independently. In PLC wonders and math mini PDs will occur this year. Letrs will take place after school on the fourth Monday of the month. | | | | |

| 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> | | The administrative team attended the CCS job fair and utilized the CCS transfer to recruit staff members; additionally, various staff members will participate in the interview process. Teachers and staff are | Limited Development 09/28/2022 | | |

| | | | | |
|---|---|--------------------|-------------------|------------|
| | recognized through a variety of initiatives to include but not limited to: a staff shout-out board, weekly kudos, staff member of the month and year, staff morale incentives. All new staff will be assigned either a mentor for intensive support (ILT) or a buddy for a smooth transition to Baldwin. | | | |
| How it will look when fully met: | Teacher turn-over will decrease; the amount of highly qualified personnel will increase. Ratings on the TWC survey will improve regarding retention, hiring and rewarding staff. | | Meshonda Williams | 05/31/2023 |
| Actions | | 0 of 2 (0%) | | |
| 9/28/22 | Teacher recognition activities will include: ability for any staff member to submit a staff shout-out to recognizes others which is featured in weekly newsletter; leadership team will select monthly Star Staff to recognize at monthly staff meetings; Social media facilitator will feature staff activities on social media sources. | | Asteria Roseboro | 05/31/2023 |
| | <p><i>Notes:</i> 2022-Each week on our staff newsletter teachers/staff submit shout outs to the peers. Teachers are also recognized each month by the leadership team for the hard work they are putting in.</p> <p>2021- Teachers were recognized for Star Teacher of the month, staff shouts were weekly on the staff newsletter</p> | | | |
| 9/28/22 | Sunshine committee acknowledges teachers monthly and keeps morale high. | | Asteria Roseboro | 05/31/2023 |
| | <i>Notes:</i> 8/2022- Sunshine committee has been established. A Staff lunch was provided to encourage staff to join Sunshine | | | |

| | | | | | |
|----------------------------|--------------|---|-----------------------------------|--------------------|--------------------|
| 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 |
| Initial Assessment: | | The school is attempting to improve and grow relationships with parent/guardians and the community; the school will actively engage in | Limited Development 09/28/2022 | | |

| | | | | |
|--|---|--------------------|---------------------|-------------------|
| | community events and will host opportunities throughout the year to support parent/guardian involvement. | | | |
| How it will look when fully met: | <p>80% of parents will report having a clear understanding of the expectations placed on their children as reported on a parent survey.</p> <p>Parents are actively engaged in student learning and school activities. Families attend our Family Nights and Family-School Conferences. Participation in Parent University is high and the program is sustainable.</p> | | Kisha McLean | 05/31/2023 |
| Actions | | 0 of 1 (0%) | | |
| 9/28/22 | Monthly parent nights will be planned to engage parents in helping their students at home. Team will also explore webinars and recordings for parents that are unable to physically attend. The school is moving towards Parent University which will help families understand the curriculum a little better over the year. Support at home will be provided. The school will continue to partner with community sponsors as well. | | Asteria Roseboro | 05/31/2023 |
| Notes: 2/2022- a School Family Interest meeting was held 9/23 for families to sign up for PTA, parent university and angel walkers. They are encouraged to support the school in the multiple volunteer opportunities available. | | | | |