

## Comprehensive Progress Report

**Mission:** At Manchester Elementary, we are committed to establishing a safe learning environment while promoting self-discipline and ownership for learning in order to achieve academic growth and our goals.

**Vision:** Manchester Elementary School provides each and every child access to individualized learning opportunities that support the academic, behavioral and social emotional growth of students regardless of a child’s race, ethnicity, gender, socioeconomic status, language, and/or abilities.

**Goals:**

Reading: By September of 2023, Manchester Elementary School will raise proficiency by 15 points to reach 55% proficient in the area of Reading.

Math: By September of 2023, Manchester Elementary School will raise proficiency by 14 points in the area of Math.

Behavior: Through restorative practices, the number of incidents that result in suspension will decrease each school year.

Ethnicity Subgroups: We will work towards closing the gap between our white/asian students and our black/hispanic/multi-racial students to less than 10.



! = Past Due Objectives

KEY = Key Indicator

| Core Function:                          |         | Dimension A - Instructional Excellence and Alignment  |                                   |                      |             |
|---|---------|---|-----------------------------------|----------------------|-------------|
| Effective Practice:                     |         | High expectations for all staff and students  |                                   |                      |             |
| KEY                                     | A1.07   | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)  | Implementation Status             | Assigned To          | Target Date |
| <i>Initial Assessment:</i>              |         | <p>Manchester is a PBIS school. We use ClassDojo to give points based on the STARR Pledge that is recited each morning during the morning announcements. Students who consistently follow the STARR Pledge as evidence by their ClassDOJO points are rewarded at the end of each quarter with a celebration or visit to the PBIS Store.</p> <p>At the beginning of each school year, teachers provide direct instruction and modeling of the PBIS Matrix for all areas of the building.</p> <p>Beginning with the 22-23 school year, all teachers and staff will follow the Manchester Discipline Plan to ensure that all students are disciplined fairly and equitably according to the severity of the offense.</p> <p>Teachers use ABE to document classroom and office referrals. Beginning with the 22-23 school year, students will also use ABE to learn about replacement behaviors for code of conduct offenses.</p> | Limited Development<br>07/20/2022 |                      |             |
| <i>How it will look when fully met:</i> |         | When this indicator has reached full implementation all students will clearly understand the school-wide STARR Pledge because teachers will have given direct instruction and modeling that is reinforced throughout the school year based on discipline data. All level one code of conduct offenses will be handled in the classroom by the teacher. All level two offenses will be handled either by the teacher or through intervention from the student services department. All level three offenses will be handled by the administration or school behavior coach. Discipline data will show a decrease in the number of incidents that lead to suspension.   |                                   | Phyllis Smith        | 06/01/2024  |
| <b>Actions</b>                          |         |   | <b>0 of 3 (0%)</b>                |                      |             |
|   | 7/20/22 | All teachers will set up their class in ClassDOJO using the rubric established by the PBIS team and give points to students based on the STARR Pledge.  |                                   | Mary Beth Fitzharris | 06/01/2023  |
| <i>Notes:</i>                           |         |   |                                   |                      |             |
|   | 7/20/22 | Students will be rewarded for consistently implementing the STARR Pledge during quarterly celebrations.   |                                   | Mary Beth Fitzharris | 06/01/2023  |

Notes:

7/20/22 Teachers will receive refresher training on ABE at the beginning of the 22-23 school year.

Phyllis Smith

09/30/2023

Notes:

**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 |
|--|-----|-------|--|-----------------------|-------------|-------------|
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| <p><b>Initial Assessment:</b></p>              | <p>Grade level teams meet twice weekly. One meeting is with their instructional coach or multi-classroom leader. In this PLC meeting, the IC or MCL helps the grade level teachers to understand the standards through the unpacking documents as well as directs them to appropriate resources to ensure students grasp a deep understanding of the standards in both ELA and Math. The other meeting is facilitated by the grade level chair. In this meeting teachers collaborate to finalize plans using county approved resources for whole group, small group, and independent practice.</p> <p>The Cumberland County Academics team provides unit plans for both ELA and Math. These plans ensure teachers are staying on pace with the standards and provide resources for whole group, small group, and independent practice.</p> <p>Beginning in the 22-23 school year, teachers will engage in professional learning through the LETRS course to gain a deeper understanding of the Science of Reading. Teachers will also attend professional development to learn the Wonders curriculum and its implementation practices. These professional learning opportunities will increase teacher's capacity to plan and execute an effective literacy block for all learners.</p> | <p>Limited Development<br/>07/20/2022</p> |                      |                   |
| <p><b>How it will look when fully met:</b></p> | <p>Grade level PLCs will continue to meet weekly during common planning and be attended by grade level teachers, instructional coach, MCL, and administrative staff. They will continue to dive deeply into data, adjust instruction based on data and gain a greater understanding of the NCSCoS. Teachers and students will have a deep understanding of the standards being taught in all subjects across all grade levels. This will be evidenced through student achievement data on the benchmarks as well as county-made unit assessments. As a result of full implementation, Manchester will have at least a C on the NC Report Card. Teachers will follow the county-made unit plans in the area of math and ELA to ensure all standards are taught to mastery throughout the school year.</p>   |   | <p>Cathleen Mabe</p> | <p>06/01/2023</p> |
| <p><b>Actions</b></p>                          |  | <p>0 of 4 (0%)</p>                        |                      |                   |
| <p>7/20/22</p>                                 | <p>Teachers will meet weekly with their IC or MCL during PLCs to gain a deep understanding of the standards and county approved resources to teach the standards.</p>  |   | <p>Cathleen Mabe</p> | <p>06/01/2023</p> |

*Notes:* 9/19/22: Weekly grade-level planning meetings and data-based PLCs in which prescribed template is used to ensure county-paced alignment

7/20/22 Teachers will meet weekly as a grade level to finalize differentiated lesson plans for whole group, small group, and independent practice.

Hannah Gray

06/01/2023

*Notes:*

7/20/22 Teachers will complete year 1 of the LETRS course to understand the Science of Reading and implement best practices for teaching reading.

Hannah Gray

06/01/2023

*Notes:*

7/20/22 Teachers will attend Wonders training at the beginning of the year and will be supported by the IC/MCL in the implementation of this new reading curriculum.

Kendra McCray

06/01/2023

*Notes:*

| Core Function:                          |         | Dimension A - Instructional Excellence and Alignment  |                                   |             |             |
|---|---------|---|-----------------------------------|-------------|-------------|
| Effective Practice:                     |         | Student support services  |                                   |             |             |
| KEY                                     | A4.01   | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)  | Implementation Status             | Assigned To | Target Date |
| <b>Initial Assessment:</b>              |         | <p>Currently teachers at Manchester identify students who need extra support and intervention using beginning of the year data as well as formative assessments throughout the school year. We use a system called KidTalk to give teachers support in coming up with interventions for students in tiers 2 and 3. Students who still need support after documented tier 3 interventions are referred to the IEP team for further evaluation and possible development of an IEP.</p> <p>Beginning in the 22-23 school year, students in 1st-4th grade will have an intervention and enrichment block set apart from the subject area blocks. This time will be used to group student homogenously to receive intervention or enrichment based on their targeted needs.</p> <p>All students receive small group instruction with like students during both Math and ELA blocks based on data (benchmarks, interim assessment, unit assessment, etc).</p> | Limited Development<br>07/21/2022 |             |             |
| <b>How it will look when fully met:</b> |         | <p>When this indicator is fully met, Manchester Elementary School will provide each and every child access to individualized learning opportunities that support the academic, behavioral and social emotional growth of students regardless of a child's race, ethnicity, gender, socioeconomic status, language, and/or abilities.</p> <p>This will be accomplished through documented interventions at both the tier 2 and tier 3 level in ALL classrooms. ALL teachers will use the KidTalk and SST process to ensure each and every student's needs are met. All students will show at least one year of growth on both reading and math state assessments based on EVAAS projections.</p>   |                                   | Hannah Gray | 06/01/2023  |
| <b>Actions</b>                          |         |   | <b>0 of 4 (0%)</b>                |             |             |
|   | 7/21/22 | The equity-based MTSS Leadership team will facilitate professional learning for teachers throughout the school year to help build their capacity and understanding of best practices that align with MTSS.  |                                   | Hannah Gray | 06/01/2023  |
| <i>Notes:</i>                           |         |   |                                   |             |             |

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|---|--|--|---------------|------------|
| 7/21/22   | Teachers will refer students to the school counselor for the KidTalk process.  |  | Hannah Gray   | 06/01/2023 |
| <i>Notes:</i> 9/18/22: Beginning meetings with SST about individual students have begun. There is new legislation requiring every child in K-3 and reading retained students to have an Individual Reading Plan if below or well below according to mClass. |  |  |               |            |
| 7/21/22   | Students will receive targeted intervention and enrichment during the I/E Block. These interventions will address gaps in learning that are preventing students from achieving proficiency on grade level standards. |  | Kendra McCray | 06/01/2023 |
| <i>Notes:</i>   |  |  |               |            |
| 7/21/22   | Teachers will provide data-driven small group instruction during Math and ELA Blocks.  |  | Cathleen Mabe | 06/01/2023 |
| <i>Notes:</i> New legislation requiring every child in K-3 and reading retained students to have an Individual Reading Plan if below or well below according to mClass. More details to come.   |  |  |               |            |



|   | 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>              |     |               | Currently at Manchester Elementary School, all students receive weekly research-based SEL instruction from one of our school counselors. Beginning in the 22-23 school year, all classrooms will have a calm down corner inside the classroom where students can safely de-escalate from minor incidents. School counselors create homogenous counseling groups for students who need Tier 2 emotional support. Counselors also meet with students individually during acute trauma or personal crisis. Students are referred to the school behavioral health program when more intensive support is required. Teachers are encouraged to provide a flexible learning environment that meets the needs of individual students through the use of flexible seating.  | Limited Development<br>07/20/2022 |                      |             |
| <b>How it will look when fully met:</b> |     |               | Once this indicator is fully implemented, teacher and students will be versed in a variety of coping strategies. Teachers will be aware of what students require tier 2 and tier 3 social emotional interventions. Students will able to recognize their triggers and verbalize their coping strategies. To accomplish this, ALL teachers will offer a calm down corner for students to use to help in the process of de-escalation. Students will utilize calm down strategies learned through the weekly SEL lessons and curriculum to self-regulate their emotions. Students will received daily SEL instruction from the classroom teacher to support weekly lessons from the school counselor. We will continue to use the school counselors as well as the school behavioral health program to provide support and intervention that is individualized to a students social and emotional needs. All classrooms will offer flexible seating to students based on their needs. |                                   | Mary Beth Fitzharris | 06/01/2024  |
| <b>Actions</b>                          |     |               |   | 1 of 3 (33%)                      |                      |             |
|   |     | 7/20/22       | Teachers will receive professional development on implementation of calm down corners.  | Complete 08/24/2022               | Mary Beth Fitzharris | 09/01/2022  |
|   |     | <i>Notes:</i> |   |                                   |                      |             |
|   |     | 7/20/22       | Students will receive weekly research-based SEL lessons from the school counselors.   |                                   | Mary Beth Fitzharris | 06/01/2023  |
|   |     | <i>Notes:</i> |   |                                   |                      |             |

|                            |  |   |                              |                    |                    |
|----------------------------|--|---|------------------------------|--------------------|--------------------|
| 7/20/22                    | School counselors will communicate monthly to both teacher and parents about the learned coping skills and calm down strategies provided to students during weekly SEL instructional sessions.   |   | Mary Beth Fitzharris         | 06/01/2023         |                    |
| <i>Notes:</i>              |  |   |                              |                    |                    |
| <b>KEY</b>                 | <b>A4.16</b>   | <b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i> | <p>In the spring we host a Kindergarten showcase where incoming kindergarteners and their parent come to experience what kindergarten will be like. Parents are also given the opportunity register and ask questions of front office and administrative staff.</p> <p>Kindergarteners enter school on a staggered entry schedule. Students come to school one day during the first week. During that day students complete an informal kindergarten entry assessment on academic skills as well as social skills. The kindergarten team then works collaboratively with administration to create well-balanced classrooms to begin the second week of school.</p> <p>Currently, grade level teachers work together at the end of the school year to group students for the next school using a variety of data (demographics, behavior, and academic) to ensure well-balanced classes are created. Students who are currently receiving interventions through KidTalk or SST are notified by the SST Chair. Teachers are also encouraged to gather information and data from cum folders at the beginning of each year for their students.</p> <p>Our 5th graders go on a field trip to the middle school in the spring to preview middle school. This is sponsored by the receiving middle school.</p> | Limited Development<br>07/25/2022   |                              |                    |                    |

|  |   |                    |                             |                   |
|--|---|--------------------|-----------------------------|-------------------|
| <p><b>How it will look when fully met:</b></p> | <p>When this objective is fully met, students will transition between grades and levels effectively.</p> <p><b>Entering kindergarten-</b> The Kindergarten team will work collaboratively with the FACE committee to create an exciting event to attract more families to our kindergarten showcase event. This will give the kindergarten team more data on students before open house/the first week of school. Kindergarteners will continue to stagger during the first week of school to complete BOY assessments and create balanced classes that will help us have a successful year.</p> <p><b>Between grades-</b> grade levels will continue to work collaboratively at the end of each school year to create balanced classrooms for the next school year based on teacher allotments. Teachers will use academic, behavior, and social emotional data to drive these decisions.</p> <p>Teachers will also look at cum folders at the beginning of the year to help them with understanding their incoming students. Teachers will be made aware of students who have been receiving documented interventions by the SST Chair or instructional coach.</p> <p><b>Exiting Fifth Grade-</b> students will continue to attend the field trip to the middle school hosted by SLMS to gain clarity and information about expectations for middle school.</p> <p><b>Other activities-</b> we will host field trips to other levels of education (high school, community college, universities, military) throughout the year for different grade levels to help students create long-term goals for themselves.</p> |                    | <p>Mary Beth Fitzharris</p> | <p>06/01/2025</p> |
| <p><b>Actions</b></p>                          |   | <p>0 of 5 (0%)</p> |                             |                   |
| <p>9/19/22</p>                                 | <p>Create and host an exciting kindergarten showcase in the spring of each school year.</p>   |                    | <p>Heather DeSorbo</p>      | <p>05/01/2023</p> |
| <p><i>Notes:</i></p>                           |   |                    |                             |                   |
| <p>9/19/22</p>                                 | <p>Fifth grade students attend the field trip to the middle school.</p>   |                    | <p>Mary Beth Fitzharris</p> | <p>05/01/2023</p> |
| <p><i>Notes:</i></p>                           |   |                    |                             |                   |
| <p>9/19/22</p>                                 | <p>Teachers work collaboratively to create balanced classes for the next school year based on data and teacher allocations.</p>   |                    | <p>Hannah Gray</p>          | <p>06/01/2023</p> |
| <p><i>Notes:</i></p>                           |   |                    |                             |                   |
| <p>9/19/22</p>                                 | <p>Teachers are made aware of incoming students with documented interventions.</p>  |                    | <p>Mary Beth Fitzharris</p> | <p>09/01/2023</p> |

Notes:

9/19/22 Plan and execute a field trip to another level of education.

Mary Beth Fitzharris

06/01/2024

Notes:

**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 |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

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|----------------------------|---|--|-----------------------------------|--|--|
| <i>Initial Assessment:</i> | 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<br>09/22/2022 |  |  |
|----------------------------|---|--|-----------------------------------|--|--|

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| <i>How it will look when fully met:</i> | 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. |  |  | Kim Robertson | 06/01/2023 |
|---|--|--|--|---------------|------------|

**Actions** 0 of 1 (0%)

|         |   |  |  |               |            |
|---------|---|--|--|---------------|------------|
| 9/22/22 | Central services reviewers/coaches of low performing schools will visit assigned schools in person no less than once a month. During the visit the central service reviewer/coach and principal will discuss appropriate data to include, but not limited to Mclass, benchmarks, EOC, MasteryConnect results, EVAAS, discipline, attendance, observation processes, teacher support, various team meeting minutes and any additional support opportunities. |  |  | Kim Robertson | 06/01/2023 |
|---------|---|--|--|---------------|------------|

Notes:

|   | 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 |
|---|---------|-------|---|-----------------------------------|---------------|-------------|
| <i>Initial Assessment:</i>              |         |       | <p>Currently the school improvement team (comprised of members from all grade levels and departments) meet monthly after school. Staff also meet in committees monthly. The work of committees supports the work of the school improvement team. There are three committees- FACE (family and community engagement), PBIS, and Climate (hospitality). All teachers serve on one of the committees.</p> <p>Teachers also meet with their grade level and coach/MCL once weekly to review data, unpack standards, and collect standards-based resources.</p> <p>The instructional leadership team meets weekly to review walk-through data and plan school-wide events that promote the school improvement plans.</p> | Limited Development<br>07/21/2022 |               |             |
| <i>How it will look when fully met:</i> |         |       | <p>When this indicator in fully implement, the school improvement team will meet monthly to assess and monitor progress toward the school improvement goals and indicators. The team will be comprised of teachers that represent each grade level and department, classified staff, leadership, and outside stakeholders (parents and/or community members).</p> <p>The instructional leadership team will meet weekly to discuss walk-through data, create action plans to support teachers, and plan school-wide events that support the SIP goals and indicators.</p> <p>The work of the committees will align with the SIP indicators and goals. Committees will meet monthly.</p>                             |                                   | Kendra McCray | 06/01/2024  |
| <b>Actions</b>                          |         |       |   | <b>0 of 3 (0%)</b>                |               |             |
|   | 7/21/22 |       | When this indicator in fully implement, the school improvement team will meet monthly to assess and monitor progress toward the school improvement goals and indicators. The team will be comprised of teachers that represent each grade level and department, classified staff, leadership, and outside stakeholders (parents and/or community members).  |                                   | Kendra McCray | 06/01/2023  |
| <i>Notes:</i>                           |         |       |   |                                   |               |             |

|               |  |  |               |            |
|---------------|--|--|---------------|------------|
| 7/21/22       | The instructional leadership team will meet weekly to discuss walk-through data, create action plans to support teachers, and plan school-wide events that support the SIP goals and indicators. |  | Hannah Gray   | 06/01/2023 |
| <i>Notes:</i> |  |  |               |            |
| 7/21/22       | Committees will meet monthly and plan events and actions that support the work of the school improvement team.   |  | Cathleen Mabe | 06/01/2023 |
| <i>Notes:</i> |  |  |               |            |

|                       |  |
|-----------------------|--|
| <b>Core Function:</b> | <b>Dimension B - Leadership Capacity</b> |
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|                            |   |
|----------------------------|---|
| <b>Effective Practice:</b> | <b>Distributed leadership and collaboration</b> |
|----------------------------|---|

| 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>Beginning in the 22-23 school year, teachers will meet with their grade level colleagues twice a week for instructional planning purposes. Once time will be with an instructional coach or multi-classroom leader and will focus on unpacking standards, disaggregating data and gathering county-approved resources. The other time, teachers meet with their grade level chair to use the county-directed Unit Plans to finalized data-driven, standards-based instruction for whole group, small group, and independent practice. Both of these planning sessions occur during common planning time during the school day.</p> <p>Once a month teachers meet with their instructional coach or MCL as a grade level for an extended PLC focused on data analysis and planning. The county curriculum specialists will also attend this planning session as allowable in their schedule.</p> <p>Teachers are also divided into three committees that support continuous improvement of the school. PBIS, FACE, and Climate. PBIS focuses on the implementation and support of the positive behavior intervention and supports program at the school level. FACE focuses on planning events for our family and community engagement. Climate focuses on the morale of the school and planning events to bring our staff together. These teams meet once a month after school.</p> <p>Finally, our school improvement team meets once a month after school to monitor how each team is contributing to the overall continuous improvement of Manchester Elementary</p> | Limited Development<br>07/21/2022 |             |             |

|  |   |                           |                      |                   |
|--|---|---------------------------|----------------------|-------------------|
| <p><b>How it will look when fully met:</b></p> | <p>When this objective is fully implemented, grade level teams will take ownership of their planning time. All grades will fill out the grade level planning template and submit weekly to the grade level planning folder. Grade level teams will work collaboratively to plan lessons aligned with the county unit plans for two weeks out.</p> <p>Grade level teams will also work with their coach or MCL weekly during PLCs to analyze data, unpack standards, and review best practices aligned with our resources.</p> <p>During monthly data dives, grade level teams will be led by their coach or MCL through a data analysis that will drive future instruction as well as intervention and enrichment.</p> <p>SIT Committees will continue to meet monthly to plan events that contribute to the continuous improvement of our school related to family engagement, promoting positive behaviors, and contributing to the overall staff morale.</p> |                           | <p>Hannah Gray</p>   | <p>06/01/2024</p> |
| <p><b>Actions</b></p>                          |   | <p><b>0 of 3 (0%)</b></p> |                      |                   |
| <p>9/19/22</p>                                 | <p>SIT Committees will meet once a month after school to plan events that contribute to the overall continuous improvement of the school through family engagement, promoting positive behaviors, and contributing positively to staff morale.</p>  |                           | <p>Kendra McCray</p> | <p>06/01/2023</p> |
| <p><i>Notes:</i></p>                           |   |                           |                      |                   |
| <p>9/19/22</p>                                 | <p>Grade level teams will meet once a month for an extended PLC focusing around data analysis and driving future instruction for intervention and enrichment.</p>   |                           | <p>Cathleen Mabe</p> | <p>06/01/2023</p> |
| <p><i>Notes:</i></p>                           |   |                           |                      |                   |
| <p>9/19/22</p>                                 | <p>Grade level teams will meet weekly to plan whole group instruction that is aligned to the county unit plans and pacing using the county-approved resources.</p>  |                           | <p>Hannah Gray</p>   | <p>06/01/2023</p> |
| <p><i>Notes:</i></p>                           |   |                           |                      |                   |

| 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>              |         | <p>Currently, our instructional leadership team regularly completes walk-throughs individually as well as a team to monitor curriculum and instruction. The administrative team also completes formal observations of teachers using the NCEES. Feedback from walk-throughs and observations are given in a variety of ways based on the level of support needed- informal notes left for teachers, emails to document glows and grows, coaching meetings with IC or MCL which may lead to a coaching cycle and eventually an action plan if needed.</p> <p>The instructional leadership team also reviews and gives feedback to teachers on lesson plans to ensure alignment with county pacing and resources.</p> | Limited Development<br>07/25/2022 |               |             |
| <i>How it will look when fully met:</i> |         | When fully implemented, teachers will receive consistent feedback based on instruction as well as planning to increase student achievement. All members of the instructional leadership team will be actively visiting classrooms on a weekly basis to ensure alignment to the county pacing. Teachers will work collaboratively to plan instruction during grade level planning and submit minutes reflecting those discussion each week. Instructional coaches will continue to monitor instruction and data through weekly PLCs.   |                                   | Hannah Gray   | 06/01/2024  |
| <i>Actions</i>                          |         |   | 0 of 1 (0%)                       |               |             |
|   | 9/14/22 | Grade level teams will meet weekly to discuss whole group math and ELA instruction for the upcoming weeks and submit the planning document to the shared google folder.   |                                   | Cathleen Mabe | 06/01/2023  |
| <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>              |               | Currently, our school has monthly data dives with grade level teams to analyze current assessment data that will drive our instruction during math, ela, and 5th grade science blocks as well as the intervention and enrichment blocks for 1st-4th grades. Our instructional leadership team meets weekly to discuss walk-through data and look for trends. We make decisions for professional development based on assessment data as well as classroom observation data. For example, one of our focus areas for the 22-23 school year is student active engagement based on classroom observation data from the 21-22 school year. | Limited Development<br>07/25/2022 |               |             |
| <i>How it will look when fully met:</i> |               | As a result of teachers and the instructional leadership team analyzing data to drive instruction each month, we will reach our goal of being 56% proficient on state assessments at the end of the school year.<br><br>Teachers will use the data analysis skills they have learned to inform their differentiated and personalized instruction.<br><br>The instructional leadership team will provide necessary professional development for individuals and groups of teachers based on performance data as well as classroom observation data.   |                                   | Hannah Gray   | 06/01/2024  |
| <i>Actions</i>                          |               |  | <b>0 of 2 (0%)</b>                |               |             |
|   | 7/27/22       | The instructional coach and MCL will plan monthly data dives for the grade levels they support with the support of district curriculum specialist.   |                                   | Cathleen Mabe | 06/01/2023  |
|   | <i>Notes:</i> |  |                                   |               |             |
|   | 7/27/22       | Teachers will submit small group and independent practice lessons that provide differentiation and personalization for students based on data.   |                                   | Kendra McCray | 06/01/2023  |
|   | <i>Notes:</i> |  |                                   |               |             |
| 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> |       | <p>Recruiting- Currently at Manchester we use the resources provided to us by the district to recruit high-quality teachers and staff to Manchester. These include the in-district transfer window, supplements for highly qualified teachers, district-vetted applicants video interviews. To interview candidates, Manchester uses a collaborative team effort. Teachers, instructional leaders, and administration work together to interview and select the best candidate using an interview rubric. Questions require candidates to describe their previous impact they have had on students and leadership in previous roles.</p> <p>Evaluating- Currently at Manchester, certified staff is formally evaluated using NCEES and the appropriate rubric for their position. Teachers receive 2-4 observations from an administrator throughout the school year based on status. Teachers receive a wealth of informal feedback by all members of the instructional leadership team throughout the school year. The instructional leadership teams works collaboratively with the district curriculum specialists to conduct school-wide walkthroughs. During these visits, trends are discussed to determine next steps for individuals and groups of teachers.</p> <p>Rewarding- Beginning in the 22-23 school year, there will be a section of the weekly e-newsletter dedicated to Staff ShoutOuts to acknowledge a staff member for having great impact on a students' academic, behavioral, or social emotional success. We will also continue to work with our faith partner and local businesses to provide tokens of appreciation to staff members throughout the school year to create a culture of appreciation.</p> <p>Replacing- When a teacher or staff member is showing performance concerns, we begin the process of intensive support for the staff member. This includes coaching cycles with an instructional coach, lesson plan development oversight by an instructional coach, and frequent classroom visits by members of the instructional leadership team. When performance concerns continue, administration follows the district protocols for alerting the staff member. This includes written notifications, action plans, and opportunity for growth letters. If performance concerns still continue, the administration works with human resources to discontinue their employment with the district.</p> | Limited Development<br>07/27/2022 |             |             |

|   |   |  |             |            |
|---|---|--|-------------|------------|
| <b>How it will look when fully met:</b> | <p>When this objective is fully met, the retention rate for highly-qualified staff will be 90%. This will not include staff who leave due to a military move, international teachers ending their contract, or staff who have documented performance concerns.</p> <p>Teachers will feel that Manchester Elementary and our community support them by acknowledging their hard work and providing tokens of appreciation.</p> |  | Hannah Gray | 06/01/2024 |
|---|---|--|-------------|------------|

|                |  |                    |             |            |
|----------------|--|--------------------|-------------|------------|
| <b>Actions</b> |  | <b>0 of 1 (0%)</b> |             |            |
| 9/19/22        | Each week, the administration will shout out two staff members in the weekly newsletter. One for contributing to the climate of the school and one for contributing to the academic success of students. |                    | Hannah Gray | 06/01/2023 |
| <i>Notes:</i>  |  |                    |             |            |

|                       |   |
|-----------------------|---|
| <b>Core Function:</b> | <b>Dimension E - Families and Community</b> |
|-----------------------|---|

|                            |                          |
|----------------------------|--------------------------|
| <b>Effective Practice:</b> | <b>Family Engagement</b> |
|----------------------------|--------------------------|

|  | 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 |
|--|-----|-------|--|-----------------------|-------------|-------------|
|  |     |       |  |                       |             |             |

|  |  |   |                             |                   |
|--|--|---|-----------------------------|-------------------|
| <p><b>Initial Assessment:</b></p>              | <p>Currently at Manchester Elementary, staff communicate with parents daily via our 2-way communication app, ClassDOJO. Teachers are in constant communication with parents about their child's academic, behavioral, and social emotional growth through the direct message portion of the app. School-wide announcements are made on ClassDOJO by administration as well as the student services team. Administration announces events (both school and community) and pertinent district-wide communication. Student services provide a monthly update on what students are learning about during SEL classes.</p> <p>We hold student success conference week twice a year. During these conferences, students, parents, and teachers come together to discuss a child's academic, behavioral, and social emotional progress.</p> <p>We host, at a minimum, 2 family engagement events per semester. Events include open house, student success conferences, Curriculum Night, EOG Family Game Night, and other events as planned by our family and community engagement committee. During these nights we are purposeful in giving families strategies that can be used at home to support their child's progress in school.</p> | <p>Limited Development<br/>07/27/2022</p> |                             |                   |
| <p><b>How it will look when fully met:</b></p> | <p>When fully met, all families will be connected to the school through the two-way communication app, ClassDOJO. All teachers will communicate regularly with all parents on their child's academic, behavioral, and social emotional progress. Administration and student services will continue to regularly post announcements on the school-wide page.</p> <p>When fully met, 80% of parents will engage in the student success conference week at least once during the year. All teachers will make contact with all families before conference week to attempt to set up an appointment.</p> <p>When fully met, at least 80% of families will have attended at least one family engagement event offered during the school year to increase their involvement in their child's academic, behavioral, and social emotional success.</p>   |   | <p>Sheila Smith</p>         | <p>06/01/2023</p> |
| <p><b>Actions</b></p>                          |  | <p>0 of 5 (0%)</p>                        |                             |                   |
| <p>7/27/22</p>                                 | <p>Teachers will connect all families to the school through ClassDOJO</p>  |   | <p>Mary Beth Fitzharris</p> | <p>10/01/2022</p> |

|         |  |  |                      |            |
|---------|--|--|----------------------|------------|
|         | <i>Notes:</i> 10/6/22: As of today, we are 89% connected on Dojo   |  |                      |            |
| 7/27/22 | All teachers will communicate regularly with all parents on their child's academic, behavioral, and social emotional progress.   |  | Hannah Gray          | 06/01/2023 |
|         | <i>Notes:</i> 9/18/22: We have begun our school-wide implementation of ClassDojo. The PBIS team is creating a parent point of contact.   |  |                      |            |
| 7/27/22 | Administration and students services will continue to regularly post announcements on the school-wide page.  |  | Mary Beth Fitzharris | 06/01/2023 |
|         | <i>Notes:</i>  |  |                      |            |
| 7/27/22 | Student success conference week will be held twice a year. During these conferences, students, parents, and teachers come together to discuss a child's academic, behavioral, and social emotional progress. |  | Hannah Gray          | 06/01/2023 |
|         | <i>Notes:</i>  |  |                      |            |
| 7/27/22 | Family engagement events will be held at a minimum of twice a semester   |  | Sheila Smith         | 06/01/2023 |
|         | <i>Notes:</i> 9/18/22: Curriculum Night will be held on Thursday, 9/22.  |  |                      |            |