

Comprehensive Progress Report

Mission: At William H. Owen Elementary School, our mission is to maintain a safe environment of global expectations with continuous improvement in academic achievement and character development.

Vision: All students at William H. Owen Elementary School can reach their highest potential as responsible and productive 21st century leaders in a safe, learning environment with differentiated instruction to meet their specific needs to obtain success.

Goals:

At least 55% of students in grades 3-5 will demonstrate proficiency in reading and math by June 2023. At least 63% of students in 5th grade will demonstrate proficiency in science by June 2023.

All students at William H. Owen Elementary will develop the social, emotional and character competencies that promote learning and success in life resulting in a decrease in discipline referrals by at least 25% by June 2023. All staff at William H. Owen Elementary will utilize with fidelity our PBIS discipline monitoring system to ensure accurate measures and supports for students are in place.

The Leadership Team, consisting of the principal, assistant principal, teachers, and student support staff, will lead Instructional Teams to include grade level teams, Student Services Team (SST), School Improvement Team (SIT), and correlate teams.

At least 45% of African American students will demonstrate proficiency in all EOG subject areas by June 2023 as evidenced by the EOG subgroup data. At least 15% of Students with Disabilities will demonstrate proficiency in all EOG subject areas as evidenced by the EOG subgroup data.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
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| 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> | | Currently, William H. Owen Elementary implements a schoolwide Positive Behavior Intervention and Supports (PBIS) program for grades Pre-Kindergarten through 5th. The PBIS team measures positive student behaviors using ClassDojo points which are rewarded to students on a weekly basis. The PBIS team shares the maximum number of ClassDojo points that can be earned on a quarterly basis. ClassDojo points can be redeemed for incentives throughout the school | Limited Development 09/30/2022 | | | |

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| | <p>year. The PBIS team facilitates some school events (ie. dances, carnivals) to reinforce positive behavioral expectations. All teachers have a PBIS matrix posted in their classroom with detailed examples of the Owen 4: Be safe, productive, respectful and responsible.</p> <p>Each month, the Administrative team facilitate grade level meetings to explain and model behavioral expectations. All teachers have designated a calm corner in their classroom to regulate behavioral concerns. All staff (certified & classified) utilize Alternate Behavior Educator (ABE) to document discipline referrals.</p> | | | |
| <p>How it will look when fully met:</p> | <p>All staff will receive a beginning of year professional development training on Alternative Behavior Education (ABE) program, the CCS Student Code of Conduct, and behavioral management system (PBIS). All teachers will be fully implementing PBIS with fidelity in order to decrease student discipline. Alternative Behavior Education (ABE) will be utilized as a Tier I intervention to implement and monitor this indicator through data collection and analysis. All classroom teachers will be able to manage and address minor behavioral infractions (Class I and II according to the CCS Student Code of Conduct. The Administrative team will manage and address major behavioral infractions (Class III, IV, and V according to the CCS Student Code of Conduct. There will be a 25% decrease in the number of behavioral referrals documented in ABE. Behavioral expectations will be clearly communicated with stakeholders through the student/staff handbook, learning compact, and annual grade level meetings with administration and scholars. The number of behavioral referrals submitted in ABE on a quarterly basis will be used to evaluate the implementation and effectiveness of this indicator.</p> | | <p>Marcus Brown</p> | <p>06/30/2024</p> |
| <p>Actions</p> | | <p>0 of 3 (0%)</p> | | |
| <p>9/30/22</p> | <p>All staff will receive an annual professional development training at the beginning of the year to understand the ABE system, CCS Student Code of Conduct, and school behavioral system (PBIS). Additional individualized trainings will be provided by the PBIS chairperson on an as needed basis.</p> | | <p>Stacie Huggins-Talley</p> | <p>06/30/2024</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>9/30/22</p> | <p>The Leadership Team and the PBIS team will conduct a minimum of two schoolwide events (Fall/Spring) for scholars to understand the behavioral expectations of the school, the ClassDojo point system and the consequences outlined in the CCS Student Code of Conduct.</p> | | <p>Stacie Huggins-Talley</p> | <p>06/30/2024</p> |

Notes:

9/30/22 All teachers and staff will document minor and major behavioral violations as evidenced by the CCS Code of Conduct in the ABE Scholarship program as a Tier I intervention for behavior. Teachers and staff will assign interventions in ABE to support students' understanding of expected positive behaviors and strategies to support emotion regulation. A personalized education plan (PEP) will serve as a Tier II strategy to support students in need of intensive behavioral interventions.

Stacie Huggins-Talley

06/30/2024

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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| <i>Initial Assessment:</i> | | Currently, the instruction team has created opportunities for teachers to develop standards-aligned units of instruction for each subject and grade level. Weekly PLC meetings are facilitated by the instructional team with grade levels individually. The master schedule was created to maximize the number of resource teachers (Art, Music, PE, etc) to facilitate 90 minute PLC sessions with the instructional team. The instructional team communicates the intended purpose of the meeting through sharing the agenda prior to the meeting. The agenda will feature asynchronous tasks (ie. data collection, collection of student work samples, etc) to prepare for the PLC. During PLC meetings, all teachers have the opportunity to review school data (formative and summative assessments), determine remediation/enrichment activities to support students' individual needs, and develop instructional lesson plans aligned to the standards and the district pacing. All teachers utilize a common lesson plan template and list of expectations for the learning environment (ie. learning focus walls, etc.) | Limited Development 09/30/2022 | | |
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| <i>How it will look when fully met:</i> | | All teachers will actively participate in regularly scheduled PLC meetings to collect and analyze data while differentiating instruction based on individual student needs. All teachers will monitor the effectiveness of lesson plan implementation through pre-assessments, interim assessments, and post-assessments. All teachers will engage in data analysis in PLC meetings and share instructional strategies to support all students. The instructional team will monitor lesson plans while | | Anayansi Young | 06/30/2023 |
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| | checking for standards-based objectives, criteria for mastery, alignment to learning objectives and adequate pacing based on the district's recommendations. | | | |
| Actions | | 0 of 2 (0%) | | |
| 9/30/22 | The Leadership team monitor weekly lesson plan submissions during team meetings on Friday while checking for standards-alignment, pacing, small group instruction, and the use of high yields instructional strategies and provide teachers with immediate feedback for improvement. | | Keisha Derizzio | 06/30/2023 |
| <i>Notes:</i> | | | | |
| 9/30/22 | The Leadership team will develop and implement a data cycle spreadsheet with teachers that outlines: a) date of assessment for reading and math, b) date of teacher data analysis, c) date of PLC data analysis, d) date of reteach/enrichment, and e) date of post-assessment. | | Melissa Hartzel | 06/30/2023 |
| <i>Notes:</i> | | | | |

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| 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> | | Currently, there are tiered levels of support at Owen Elementary to ensure all students are successful. The MTSS team and Administrative team provides training to all staff members on the multi-tiered systems of support based on the three tiers: Tier I (universal support), Tier II (supplemental interventions), and Tier III (intensive interventions). The MTSS team identifies and documents the Tier I strategies that are expected to be universally utilized to support academic, behavioral, and social emotional growth in the faculty handbook. The MTSS team provides training for teachers on how to document Tier II and Tier III strategies to support academic and behavioral success during a selected PLC date. All teachers utilize a universal, district-created MTSS form that is made accessible digitally on the school's website hub to document the implementation of Tier II and Tier III strategies. | Limited Development 09/30/2022 | | |

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| <p>How it will look when fully met:</p> | <p>The instructional team will clearly articulate and document all Tier I strategies to include (but not limited to): small group instruction, use of SuccessMaker, SEL morning meetings, etc. The instructional team will support teachers in providing academic interventions to utilize to support Tier II and Tier III strategies. During PLCs, the MTSS will determine when a student has not made sufficient growth with Tier II interventions (academic & behavior) and then that student is referred to SST to examine data and then proceed to Tier III after the SST meeting. This strategy will support the instructional team and teachers in monitoring the effectiveness of the intervention in place and make Exceptional Children (EC) referrals in a timely manner if needed. As a result, this will decrease the number of possible retentions at the end of the school year. Title I funds will be utilized to purchase allowable, reasonable, and necessary instructional resources to support academic, behavioral, and social emotional growth as discussed by the School Improvement Team and approved by the Administrative team.</p> | | <p>Suyapa Arita</p> | <p>06/30/2023</p> |
| <p>Actions</p> | | <p>0 of 3 (0%)</p> | | |
| <p>9/30/22</p> | <p>The Instructional team will meet at least every six (6) weeks during PLC meetings to determine when a student has not made sufficient growth with Tier II interventions as evidenced by the MTSS Tier II PLC meeting.</p> | | <p>Latreicia Allen</p> | <p>06/30/2023</p> |
| <p><i>Notes:</i> 10/4/22: The Instructional Team met during Data Days to review system-wide documentation required for MTSS Tier II interventions in academic, behavior, and social emotional support. K-3 teachers identified students who demonstrated as below/well below benchmark based on mClass BOY and were tasked to create tier II parent notification letters.</p> | | | | |
| <p>9/30/22</p> | <p>The Instructional team will implement a daily remediation/enrichment block that is data-based and provides differentiated instruction for all students based on current assessment data as evidenced by their weekly lesson plan submission. The remediation/enrichment block is restructured quarterly to reflect targeted instruction for the tiered levels of student performance.</p> | | <p>Melissa Hartzel</p> | <p>06/30/2023</p> |
| <p><i>Notes:</i> 10/4/22: The Instructional Team developed a K-3 remediation/enrichment block strategic plan to begin on October 31st. K-3 teachers formed three groups based on mClass BOY data and the recommended mClass focuses. The Instructional Team identified additional personnel (including tutors and the resource teachers) who will be assigned to grade levels to provide support.</p> | | | | |

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| 10/11/22 | The Instructional Team and Exceptional Children (EC) teacher will meet at least 3 times a year to collaborate after benchmark assessments, analyze student performance data of our Students with Disabilities and African American students, identify non-mastered standards, and develop a data-driven instructional plan to support these students in small group, remediation, and their EC service times. This is a result of the learning gaps demonstrated by the EOG subgroup data from 2021-2022. | | Terri Smith | 06/30/2023 | | |
| <i>Notes:</i> | | | | | | |
| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Currently, as a Tier I intervention, all teachers are required to facilitate a daily morning meeting session where staff provide social-emotional learning (SEL) and utilized evidenced based curriculum with Second Step. By doing so, this intervention provides staff the opportunity to check in with students and also provide strategies to support student's emotional states. Staff also have the School Counselor's Curriculum Map that provides additional resources to support students' emotional states. All teachers and staff also utilize the PBIS World website for interventions and use the Alternate Behavior Education (ABE) Scholarchip program for behavior documentation and interventions. All teachers are required to create a calm corner within their classrooms/offices to support students in regulating their emotions. | Limited Development 09/30/2022 | | |
| How it will look when fully met: | | | All teachers will facilitate daily SEL-focused morning meetings as evidenced by their weekly instructional lesson plans. The Student Services team will provide an annual professional development on the Second Step SEL program while providing additional individualized trainings on an as needed basis. The PBIS team will facilitate training on how to assign intervention modules in ABE for students to participate in when a behavioral referral is made. The Administrative team will provide professional development on the use of the PBIS World website and ABE to provide interventions and support for students based on research-based practices. Title I funds will be utilized to purchase research-based, SIP-aligned resources or to support social emotional growth to include materials for the calm corner, professional development opportunities, etc. | | Marcus Brown | 06/30/2023 |
| Actions | | | | 0 of 2 (0%) | | |

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| | 9/30/22 | The school counselor will facilitate annual professional development on the following: SEL-focused morning meetings, Second Step, and research-based behavioral strategies and support (PBIS World). The counselor will provide on-going training throughout the school year to support teachers and staff. | | Tanisha Dumas | 06/30/2023 |
| <i>Notes:</i> | | | | | |
| | 9/30/22 | All teachers will implement daily morning meeting sessions and weekly Second Step lessons to support social emotional learning as evidenced by their weekly lesson plans. All teachers will implement a Calm Corner within their classroom to support students in regulating their emotions. | | Patricia Utley | 06/30/2023 |
| <i>Notes:</i> | | | | | |
| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To |
| | | | | | Target Date |
| <i>Initial Assessment:</i> | | <p>Currently, there are systems in place to support academic transitions between grades, primarily PreK to Kindergarten and 5th Grade to middle school. The PreK & Kindergarten teams facilitate a Kindergarten showcase in the Spring to support PreK students and families with the expectations of Kindergarten. Our 5th grade students participate in Major Clarity, a district initiative to help students develop career readiness. All 5th grade students are also invited to participate in their designated middle school transition meetings/tours in the second semester of the school year. The School Counselor department provides class sessions on-going that target strategies to support middle school readiness.</p> <p>In grades 3-5, teachers and instructional teams utilize EVAAS projections from the previous school year to anticipate academic challenges and opportunities based on their previous End of Grade (EOG) data. The projection data is featured on the schoolwide digital data wall as a baseline for how students are expected to perform on the current year's EOG based on EVAAS projections.</p> <p>To support grade-to-grade transitions, teachers with personalized education plans (PEP) created for students are required to submit documentation of Tier II and/or Tier III strategies in a green folder that is included in the students' cumulative folder.</p> | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | All staff will receive training on how to understand EVAAS projections and utilize the data to support students in Grades 3-5 during the | | Suyapa Arita | 06/30/2024 |

current school year. All staff will utilize EVAAS projections to monitor current school data (based on formative and summative assessments) in comparison to their student projections. The MTSS team will facilitate training on how to create a PEP for students who demonstrate the need for academic, behavioral, or social emotional support. The MTSS team will also facilitate annual training on how to create and implement a system-wide Individual Reading Plan (IRP) to document reading interventions provided to students based on their reading assessment data. The Student Services team will support 5th grade students in engaging with Majority Clarity while integrating career readiness and middle school transition activities on an on-going basis throughout the school year.

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| Actions | | 0 of 2 (0%) | | |
| 9/30/22 | Staff will be trained at least once a year on EVAAS projections by the instructional team and district data department and utilize EVAAS projection data monthly to assist in improving proficiency and support level-to-level transition. | | Latreicia Allen | 06/30/2024 |
| <i>Notes:</i> | | | | |
| 9/30/22 | All teachers will implement a system-wide Individual Reading Plan (IRP) to document reading interventions provided to students based on their reading assessment results. | | Tanisha Dumas | 06/30/2024 |
| <i>Notes:</i> | | | | |

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| 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: | | Currently, as a district-wide initiative, Owen Elementary utilizes Indistar to document the needs assessment, school improvement goals, and measurable actions to support academic, behavioral, and social emotional growth for all students. Meeting minutes from a minimum of two meetings (ie. School Improvement Team planning meeting, SIT meeting, and Administrative meeting) are uploaded on a regular basis in Indistar for feedback. A School Support designee provides monthly feedback in Indistar for principal and team based on our actions submitted in Indistar. NCDPI representative provides quarterly | Limited Development 09/30/2022 | | |

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| | | feedback for principal based on our monthly meeting agenda and topic discussions. | | | |
| 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. Additional resources will also be provided by central services. The SIT team will address all coaching feedback from district and state levels and develop actionable next steps in monthly SIT meetings. | | Kim Robertson | 06/30/2024 |
| Actions | | | 0 of 2 (0%) | | |
| | 9/30/22 | The School Improvement Team will add coaching feedback on the monthly meeting agendas and develop actionable next steps to address comments in Indistar. | | Patricia Utley | 06/30/2024 |
| | <i>Notes:</i> | | | | |
| | 9/30/22 | Central Services will meet monthly with the principal to review all coaching feedback regarding the SIP implementation. | | Kim Robertson | 06/30/2024 |
| | <i>Notes:</i> | | | | |
| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137) | Implementation Status | Assigned To |
| Initial Assessment: | | Currently, the Leadership team is comprised of the Principal, Assistant Principal, and Instructional Coaches. The Leadership team meets weekly for two hours to discuss the operation of the school, district updates, school data, learning walkthrough data, and general school updates. The Instructional team, which is comprised of the Leadership team and grade level teachers, meet weekly in PLCs to discuss and review the implementatoin of effective practices, lesson planning, and data analysis. All certified and classified staff members are divided onto one of four correlate teams. Correlate teams are committees that are based on the district's strategic priorities: Successful Students, Premier Professionals, Exceptional Environment, and Committed Community. As a low performing school for SY 2022-2023, all twelve key indicators are divided amongst the four correlates and monitored monthly as evidenced by the correlate team meetings. The School Improvement Team, which is comprised of the Leadership team and voted-on grade level/department representatives, meet monthly to discuss progress | Limited Development 09/30/2022 | | |

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| | towards the school improvement plan goals and document meeting minutes in Indistar. Correlate team updates and progression towards the twelve key indicators are discussed during each SIT meeting. | | | |
| How it will look when fully met: | The Leadership team, School Improvement team, instructional teams and correlate teams will meet on a consistent basis and develop agendas and topic discussions that are aligned to the school improvement plan and key indicators outlined in Indistar for school year 2022-2023. All teams represented at Owen Elementary will identify the highest priority for the school while maintaining a focus on student achievement. All teams will set goals that lead them toward the school's vision and mission statements. | | Anayansi Young | 06/30/2023 |
| Actions | | 0 of 2 (0%) | | |
| 9/30/22 | The correlate teams will be aligned to the four (4) Cumberland County Schools Strategic priorities: Successful Students, Premier Professional, Exceptional Environment, Committed Community. All correlate teams will assess 3 of the 12 key indicators on a monthly basis and share progress during the SIT meeting. | | Patricia Utley | 06/30/2023 |
| <i>Notes:</i> 10/3/22: The School Improvement Team presented the proposed SIP for 2022-2023 to the staff. Each correlate chairperson facilitated a breakout session explaining their correlate's alignment to the CCS Strategic Priority and the three indicators they will assess monthly. The correlate chairperson also reviewed the assigned actions to each key indicator. | | | | |
| 9/30/22 | The instructional team will meet weekly with grade levels while developing a PLC agenda that reflects data analysis, lesson plan development, and effective practices as evidenced by PLC meeting minutes. | | Constance Thomas | 06/30/2023 |
| <i>Notes:</i> | | | | |

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| 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: | | School improvement team (SIT) collaborates during the summer retreat to create a master schedule that meets federal, state and local mandates for resource times, instructional blocks, and physical | Limited Development 09/30/2022 | | |

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| | <p>activities. The master schedule provides opportunities for collaborative, data-based problem-solving and decision making among staff to occur in various teams. These teams include the Leadership team, instructional teams, and the School Improvement Teams.</p> <p>Leadership teams are held weekly. Instructional team meetings, also referred to as PLCs, are also scheduled weekly with the instructional team to review data and facilitate planning. Teacher duties (AM/PM) and master schedules are outlined in the faculty handbook.</p> | | | |
| How it will look when fully met: | <p>All teachers and staff will have additional opportunities to collaborate with peers and develop standards-aligned instructional plans to support students' needs. PLC meetings will be intentional and target the development of instructional plans and the utilization of interventions to support students below, on, and above grade level. The Leadership team will work collaboratively to develop a PLC agenda that identifies a) a purpose and b) a product that teachers will utilize immediately within their classroom. The instructional coaches will share the PLC agendas prior to the meeting and feature any asynchronous activities (ie. data collection, data analysis, etc). that will need to be completed before the scheduled PLC. PLC norms will be established and communicated at the start of each meeting. The administration will support the instructional coaches and teachers to collect and analyze data while developing an instructional plan to reteach/remediate/enrich within the classroom.</p> | | Marcus Brown | 06/30/2024 |
| Actions | | 0 of 2 (0%) | | |
| 9/30/22 | <p>The instructional team will create and share PLC agendas that identifies a) a purpose and b) a product that teachers will utilize immediately within their classroom on a weekly basis. Due to the results of the TWC Survey, this 90 minute block was created to provide uninterrupted planning for teachers.</p> | | Melissa Hartzel | 06/30/2024 |
| <i>Notes:</i> | | | | |
| 9/30/22 | <p>The instructional team will support teachers in collecting and analyzing student performance data and differentiating instruction as evidenced by their weekly whole group and small group lesson plans on a weekly basis.</p> | | Keisha Derizzio | 06/30/2024 |
| <i>Notes:</i> | | | | |

| Effective Practice: | | Monitoring instruction in school | | | | |
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| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date | |
| <i>Initial Assessment:</i> | | <p>Currently, the principal establishes expectations and processes for team planning and instructional delivery and documents expectations for all staff. Then, the principal monitors the work, while meeting with teams, visiting classrooms and maintaining visibility throughout the school. The principal, along with the assistant principal and instructional coaches, establishes an instructional round (iRound) schedule that allows all four Leadership team members to observe every teacher within a two week span based on grade level groups. The schedule is created and implemented beginning on the first day of school. After the two week span, the Leadership team reviews the iRound data and discuss trends and actionable next steps to support Tier I, Tier II, and Tier III teachers.</p> <p>The principal also establishes a formal observation schedule, in conjunction with the assistant principal, to observe teachers based on the NCEES rubric. The principal and assistant principal schedules a time with each certified staff to discuss the observations, share measurable next steps aligned with standards-based instruction, data collection and analysis, and differentiation to support student achievement. Data collected from formal observations is used to tier teachers based on the priority of needs and the instructional coaches develop a coaching cycle plan to support them.</p> | Limited Development 09/30/2022 | | | |
| <i>How it will look when fully met:</i> | | The principal will lead the Leadership team in understanding how to model the importance of teaching by being directly involved in the design and implementation of the instructional program. The Leadership team will regularly monitor the implementation of lesson plans and provide tiered support to teachers based on individual needs. The Leadership team will identify schoolwide instructional trends and provide professional development as a Tier I strategy to support their professional growth. The principal and assistant principal will maintain high visibility through informal iRound classroom visits and formal NCEES observations. | | Dr. Latreicia Allen | 06/30/2024 | |
| <i>Actions</i> | | | 0 of 2 (0%) | | | |

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| 9/30/22 | The principal will lead the Leadership team in developing, documenting and monitoring a tiered system of supports for teachers and providing differentiated support through coaching cycles on a weekly basis. | | Latreicia Allen | 06/30/2024 |
| <i>Notes:</i> | | | | |
| 9/30/22 | The principal will lead the Leadership team in weekly Administrative Team meetings to discuss specific targeted areas of improvement based on observational feedback. . | | Latreicia Allen | 06/30/2024 |
| <i>Notes:</i> | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
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| 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, the Leadership team has developed a structured schedule to analyze school performance data on a consistent basis. The Instructional team has created and implemented a shared data cycle for all grades K-5 with dates for data analysis during weekly PLC meetings. The Instructional team also designates a data day after each district benchmark assessment (K-3; mClass, 3-5: Benchmark) to analyze the data, determine school-wide/grade level trends, and develop an action plan to support remediation/enrichment of standards. The Leadership team conducts biweekly learning walkthroughs and formal NCEES observations while collecting data to support a tiered approach to supporting teachers. The data is used to inform the Leadership team about school improvement and professional development needs. | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | School performance data will be reviewed on a consistent basis in PLCs as outlined in the data cycle document shared with all teachers and staff. The school will also facilitate data days throughout the schoolyear after the conclusion of each district benchmark assessment to analyze data and develop remediation/enrichment plans to support students' individual needs. The Leadership team will utilize data collected from classroom observations to develop a comprehensive professional development plan to meet the instructional needs of teachers. The Leadership team will also maximize teacher capacity and empower | | Jalesia Peterson | 06/30/2024 |

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| | them to lead teacher-to-teacher professional development sessions based on needs demonstrated from the data collection. The instructional coaches will utilize formal and informal classroom observation data to tier teachers and provide differentiated support based on the coaching cycle of modeling instructional expectation, observation, and conducting a follow-up session to review modeled strategy. Title I funds will be utilized to support professional development needs of teachers as evidenced by learning walkthrough and classroom observations. | | | |
| Actions | | 0 of 2 (0%) | | |
| 9/30/22 | The Instructional team will facilitate a data cycle that allows them to collect and analyze data on a consistent basis and develop small group plans based on individual students' needs. The data cycle will be implemented for all K-5 teachers and reviewed during weekly PLC meetings.. | | Constance Thomas | 06/30/2024 |
| <i>Notes:</i> | | | | |
| 9/30/22 | The Instructional team will establish a Data Day at the conclusion of each district benchmark assessment (K-3 - mClass; 3-5 county-wide benchmarks) to analyze the data, identify school-wide trends, and develop remediation/enrichment plans for whole group and small group instruction. Title II funds will be utilized to support the cost of substitute teachers and additional necessary items for the professional development opportunity. | | Constance Thomas | 06/30/2024 |
| <i>Notes:</i> 10/5/22: The Instructional Teams from 3rd through 5th Grades met for a day-long Data Day meeting reviewing the mClass BOY data. Teachers established their proficiency goals for MOY data, identified their 55% of students they will strive to be proficient, and developed remediation/small group plans to address each students' individual needs based on the mClass recommended instructional focus. | | | | |

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| 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> | | Currently, the school has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. The school collaborates with the district's human resource department to | Limited Development 09/30/2022 | | |

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|--|---|---------------------------|-------------------------|-------------------|
| | <p>recruit and maintain highly effective classroom teachers as a low performing school. The district provides incentives for highly effective teachers to teach at low performing schools including Owen Elementary. All current staff members are invited to participate on the school's interview team for current vacancies while using a standard interview form. Regarding teacher evaluation, the Leadership team creates and implements an instructional round (iRound) schedule to observe certified staff every two weeks. The Leadership team creates and implements a schedule to formally observe certified staff based on the NCEES rubric. The Leadership team recognizes and rewards teachers and staff on a monthly based with the "Premier Professionals of the Month" award directly aligned with the NCEES rubric for instructional performance.</p> | | | |
| <p>How it will look when fully met:</p> | <p>The Leadership team will facilitate an annual professional development of the NCEES rubric used to conduct formal observations based on their evaluation type set by the district. The Leadership team will create a schedule to conduct formal observations annually for each certified teacher while creating a scheduled time to discuss their observational findings during a post-conference. The Leadership team will also provide teachers with the learning walkthrough (iRound) rubric to share the walkthrough look-fors throughout the school year. The Leadership team will utilize the data collected to monitor teachers' instructional performance and determine if a more structured professional development plan is required for documentation in NCEES.</p> | | <p>Anayansi Young</p> | <p>06/30/2024</p> |
| <p>Actions</p> | | <p>0 of 2 (0%)</p> | | |
| <p>9/30/22</p> | <p>The Leadership team will create and implement a schedule to formally observe all certified staff based on their evaluation type as determined by CCS Human Resources. The Leadership team will conduct a post-conference with certified staff after each formal observation to discuss instructional strengths, areas of growth, and provide tiered support.</p> | | <p>Latreicia Allen</p> | <p>06/30/2024</p> |
| <p>Notes:</p> | | | | |
| <p>9/30/22</p> | <p>Professional development and coaching are ongoing activities that develop the capacity of staff to implement fair and transparent feedback which will improve outcomes for our students.</p> | | <p>Constance Thomas</p> | <p>06/30/2024</p> |
| <p>Notes:</p> | | | | |

| Effective Practice: | | Family Engagement | | | |
|---|---------|---|-----------------------------------|------------------|-------------|
| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Currently, the school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home. Monthly digital parent newsletter with important events and instructional strategies are shared on ClassDojo. The Leadership team utilizes social media (ie. Facebook, Twitter, ClassDojo, and ParentLink) on a weekly basis as another means of communication for students and families. The school facilitates an annual Title I Curriculum Night in September to review school data, parent involvement engagement opportunities, and instructional strategies to support their child at home. The School Improvement Team establishes two dates for schoolwide parent teacher conferences (Fall and Spring) and communicates the date to the district and to all parents, families, and stakeholders. Title I funds are utilized to support family engagement activities, food, and materials. | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | The School Improvement Team will determine possible family engagement events that are aligned with the school's goals. The school will implement a minimum of four (4) family engagement events and document them to the district as evidenced by a flyer, sign-in sheet, and an agenda/presentation. The School Improvement Team will conduct an annual parent survey to determine the high priority needs of stakeholders and new, innovative ideas for future family engagement events. The Leadership Team and Parent Facilitator will create and distribute a monthly digital newsletter that communicates a) upcoming school events, b) important instructional reminders, c) family engagement activities at home, and d) strategies to support students instructionally at home. Title I funds will be utilized to support family engagement activities, food, and materials as discussed by the School Improvement Team and approved by the Leadership Team. | | Jalesia Peterson | 06/30/2024 |
| <i>Actions</i> | | | 0 of 2 (0%) | | |
| | 9/30/22 | The School Improvement Team members will identify and facilitate at least four (4) family engagement activities that are aligned to the school's goals and CCS Strategic Priorities by the end of the school year. | | Jalesia Peterson | 06/30/2023 |

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|---|---|--|------------------|------------|
| | Title I funds will be utilized for family engagement materials, refreshments, etc | | | |
| <i>Notes:</i> | | | | |
| 9/30/22 | The Leadership Team and Parent Facilitator will create and distribute a monthly digital newsletter that communicates a) upcoming school events, b) important instructional reminders, c) family engagement activities at home, and d) strategies to support students instructionally at home. | | Constance Thomas | 06/30/2023 |
| <i>Notes:</i> 10/3/22: The school released the October digital newsletter for parents that included a) a list of October key dates for parents, b) a family engagement activity that challenged parents to build relationships with their children and take a photo to share with the school and b) reminders regarding our tardy policy/instructional hours. | | | | |