

Comprehensive Progress Report

Mission: At C. Wayne Collier, we will provide a safe, positive, and **rigorous** learning environment to prepare **lifelong learners** to reach their maximum **potential**.

Vision: At C. Wayne Collier Elementary School, we are committed to providing an environment that emphasizes learning as an interactive process. We focus on every student's individual needs to ensure that all students succeed. Each student at C. Wayne Collier will be connected, challenged, and celebrated. These 3 C's will serve as the pillars of our foundation of young scholars.

Goals:

To increase the number of 3rd-5th grade students who are proficient on the EOG assessment from 42.9% - 53% by the end of the 2023 -2024 school year.
(A2.04)

Students will demonstrate respect and school-appropriate behavior with all adults and peers. We will decrease our minor office referrals by 15% or less.
(A4.06)

To increase the results of the TWC survey in the area of School Culture (C3.04).



! = 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
Initial Assessment:			Collier has developed a Positive Behavior matrix that is posted in all classrooms. Most of our teachers are very effective with classroom management strategies and are aware of the school's expectations. We have had a lot of staff turnover so we still have a lot of faculty members that need some assistance in this department.	Limited Development 10/05/2022		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Collier will strive to be a PBIS Model school, with a SET score of >90. All teachers will be fully integrated into the PBIS models and use research-based strategies to meet the needs of each student. Teachers will use the PBIS rewards system to encourage positive behavior and to award points to students. Correlation using ABE data and data from PBIS rewards will be used to monitor progress.	Objective Met 06/08/23	Marsha Gaines	05/31/2023
Actions						
	10/5/22	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 teach/model/practice appropriate behaviors and social skills. (monthly)		Complete 10/18/2022	Marsha Gaines	10/14/2022
Notes: 10/1/22 - The principal shares daily motivational quotes for students with topics on hard work, bravery, kindness, leadership, and respect. 9/12/22 - The morning announcements began via the internet. Students are used to presenting the announcements, highlighting the beaver code, and the PBIS expectations. 8/30/22 - The master schedule has a dedicated time in the morning for teachers to meet with their students to teach/reinforce/check in with them on the PBIS expectations. The morning announcements will include the Beaver Code and we will ensure that the PBIS matrix is posted in each classroom.						

10/5/22	The ILT will review and discuss the discipline report from the ABE system.	Complete 03/20/2023	Eric Bradley	03/31/2023
<p><i>Notes:</i> The discipline report will be reviewed monthly during the ILT & SIT meetings. This will allow us to see if we need to revisit, add, or adjust the PBIS expectations. This information will also inform allow us to look at our office referrals.</p> <p>3/6/2023- Mr. Bradley presented ABE data that specifically reviewed the data from implementing the "Collier Discipline Response Flow-Chart" on 2/7 (the day after the last staff meeting) until 3/3, the last school day before the March staff meeting. The data reported a 50% decrease in ABE submissions due to inappropriate student behaviors and a 40% increase in classroom intervention submissions into ABE. The staff agreed that the 50% decrease in ABE submissions was due to a collective school approach to responding to inappropriate student behaviors, which also displayed the overall effectiveness our the school's discipline response flowchart.</p> <p>2/7/2023- Mr. Bradley presented the feedback from the "Collier Discipline" survey to the Collier Staff. The staff supported the "Collier Discipline Response Flow-Chart" and did not provide additional concerns or suggestions to alter the school's response to student behaviors. Collier Teachers and Staff will continue to enter student behaviors and interventions used in ABE.</p> <p>1/23/2023 - The ILT will continue to review the school's ABE data admin has asked teachers to continue to enter student behavior data into the ABE system in hopes that trends could be determined and the administration team and teachers could target specific concerns and create a plan towards resolution. The ILT created a school discipline survey shared with the teachers in January. The teacher feedback was used to update the school's Discipline Flow Chart, a hierarchy of responsibilities, and appropriate responses to inappropriate student behaviors.</p>				
10/5/22	Students will earn points for good behavior through the use of the Class Dojo reward system or the use of Beaver Bucks. Teachers will award points for following the school PBIS behavior code.	Complete 04/19/2023	Marsha Gaines	04/14/2023

Notes: 4/19/2023 - During the last SIT meeting it was decided that teachers will use the Class Dojo system to give points to students that meet the PBIS expectations.

3/20/2023 - SIT discussed the current use of the purchased of PBIS platform and it was found that many staff members are not using the platform

2/21/2023- The PBIS correlate chair met with Mr. Bradley to discuss the hours and operation of the PBIS store. During that meeting, it was determined, the school had an opportunity to celebrate all students through using the PBIS store "mobile/cart." The PBIS correlate will assign two staff members to move the cart from classroom to classroom during operational hours. The PBIS correlate will finalize the operation schedule, and provide PBIS platform training for Kindergarten, 1st-Grade, and Resource staff members before Friday, March 3rd. The PBIS mobile store will begin visiting classrooms on Monday, March 6th. (note added by Eric Bradley)

1/23/2023 - The school improvement team (SIT) elected to extend the target date until March 31st, 2023. The SIT further established that the PBIS correlate will conduct a mini-training for each correlate member as a group. Those trained correlate members will then provide refresher sessions for grade-level chairs, who will then update their grade-level peers. The SIT envisions that the school staff will be abreast and able to use the system in February, expecting that the process for rewarding students will become routine by March.

10/30/22 - The admin team (Gaines, McQueen, J. Gray, Perkins, Bradley) for the PBIS reward platform had training on 10/25/22. We have tentatively scheduled the staff training for 11/7/22 at the next staff meeting.

The school has purchased the PBIS rewards system to digitally give points to students for demonstrating positive behavior. The reward system will allow any staff member with the app to instantly reward students with points they can redeem in the Beaver Store. The Beaver Store is in the process of being re-vamp for easier accessibility. A Beaver Store will be utilized with the PBIS Rewards system to provide positive reinforcement to students; students will be allowed time to shop with their Beaver Bucks (points) and purchase items from the PBIS Store.

<i>Evidence</i>	6/8/2023 Collier Discipline Response Flow-chart PBIS Behavior Code PBIS Presentation CWC Master Schedule			
<i>Experience</i>	6/8/2023 Teachers conduct a daily morning meeting to review and discuss PBIS expectations with incentives for positive behavior. Teachers utilize Class Dojo to reward and reinforce positive behavior along with Beaver Bucks.			
<i>Sustainability</i>	6/8/2023 Quarterly PBIS celebrations are scheduled for the next school year. All teachers utilize the morning meeting format, the ABE behavioral system, and receive continued training in both systems.			

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
<i>Initial Assessment:</i>			CWCES currently has an Instructional Coach and a 3rd/4th-grade Multi-Classroom Leader (MCLs - Opportunity Culture) who meets with teachers and collaborates together to develop lesson plans, instructional activities, research-based practices, and other content-related resources to facilitate learning and instruction. They also develop coaching plans for the teachers they are assigned. We utilize common planning, CCS-approved instructional resources, and district-level curriculum and instruction meetings to improve student growth. Evidence of implementation includes weekly Instructional Leadership Team Meeting Minutes, Weekly Collaborative Planning Meeting Minutes, MCL Schedules, and Admin schedules.	Limited Development 10/09/2022		

How it will look when fully met:		When the school fully meets indicator A2.04 alignment between the written and taught curriculum will be observed in every classroom across all grade levels throughout the school. Instructional teams, including special education teachers, will collaboratively determine the concepts, and skills covered in a unit, identify standards and benchmarks that apply to grade level and unit topics, and develop objectives aligned to standards. When these units of instruction are written and taught, connections are made between state standards and the school curriculum, benchmarks, and pre/post assessments leading to the creation of leveled and differentiated learning activities. Minutes and notes from meetings, teacher-made lessons, and unit plans provide evidence that this indicator is fully met. Instruction in the classrooms will align with the standards 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 plans are taught with 90% fidelity. Student proficiency on end-of-grade tests will improve.		Larissa Perkins	06/02/2024
Actions			0 of 3 (0%)		
10/23/22	Grade-level teams will meet weekly to discuss whole-group ELA and math instruction for the upcoming weeks and submit the minutes' document to the shared google folder.			Kathie Crosby	05/30/2024
<i>Notes:</i> 10/16/23 Each grade level has its own shared drive that houses its grade-level agenda, team members' lesson plan folder, and meeting minutes. 9/18/23 The MCL has checked with/on 4th and 5th grade level teams, and both teams have consistently met weekly with minutes uploaded in the shared drive.					
10/7/23	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level using CCS resources. The curriculum coaches will model and support. Progress monitoring will be conducted by the Leadership Team weekly utilizing a monitoring tracker.			Kathie Crosby	05/30/2024

Notes: 10/16/23 - Teachers unpacked the upcoming standards in ELA and Math using the unpacking guide (tool provided by CCS). Reviewed assessments in MasteryConnect. Using the standards-aligned instruction roadmap we have moved to Milestone 3 - Lesson Opener. Coaches modeled/gave examples of what the expectations of the Lesson Opener entail. A Monitoring Tracker is used weekly to gain insight into lesson plans being visible and easily accessible. Moving forward we are looking for Teacher Edition with annotation.

10/9/22 The administration will complete walkthroughs and informal/formal evaluations, and the whole group lessons observed will be consistent across a grade level, and based on the collaborative plan.

Kathie Crosby

05/31/2024

Notes: 10/16/23 ILT members to include Mrs. Robertson, area supervisor, visited 7 classrooms today, Monday, Oct. 16, 2023, for an informal evaluation. The team went back to discuss areas of concerns and/or adjustments that needed attention to.

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>			Mrs. Gaines and Mrs. R. Johnson, Collier's SST, have already met several times this year to develop systems for teachers to become more knowledgeable in the MTSS process. Mrs. Gaines has presented to the staff the MTSS process and has met with grade-level teachers to discuss needed documents: example PEPs, documentation templates, Progress Monitoring forms, a step-by-step guide to MTSS, and parent notification letters. Mrs. Greenidge also met to discuss the district-wide requirements for the new Individualized Reading Plans for students.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>			When this objective is fully met our grade level and school-wide proficiency numbers will be comparable to what they were pre-Covid. Teachers will have completed the needed MTSS referrals, and students that are truly in need will receive IEP services. When this is fully implemented all of our sub-groups will exceed their growth expectations and increase their achievement score to a score of at least 60% throughout Math, Reading, and Science		Kathie Crosby	12/29/2024
<i>Actions</i>				6 of 7 (86%)		
	10/8/22	The Instructional Coach will provide a monthly Instructional Practice Clinic on an educational resource and/or strategies based on teacher needs for all new staff.		Complete 09/14/2022	Charmaine Greenidge	09/30/2022

Notes: 2/15/23- The next practice clinic will be held on February 23rd from 3:30 to 4:45. It will focus on practical application and modeling for Small Group instruction.
 1/23/23 - Next practice clinic is scheduled for February.
 12/7/22 - Practice Clinic for beginning teachers (BTs) - the focus was a Wonders Model Lesson
 11/8/22 - Practice Clinic for beginning teachers - the focus was a model Envision lesson
 The first Instructional Practice Clinic was held on 9/14/22 and the focus was on navigating and using Canvas efficiently.
 The next clinic occurred on 10/6/22 and teachers were able to walk through the resources apart of the Elementary Instruction Canvas Course.

10/23/22 Ms. Perkins will review the subgroup data with the staff and point out how our Students With Disabilities and our Black students are the 2 sub-group of students that did not meet their goals. The administrative team will remind the teachers that even though those students get pull-out services through the EC team and for small groups, it is imperative to provide them with strong tier-one interventions as well.

Complete 11/07/2022

Larissa Perkins

11/07/2022

Notes: 1/23/23 - Another presentation will be conducted during the month of February and March for the staff to inform them of the updates of the mid-year mClass results and the 2nd benchmark results.

Presentation to the staff was conducted on 11/7/22 during the staff meeting. Information was presented on mClass: Following mClass results:

- * Kinder: 52 students well below; 15 students below; 10 students at; and 9 students above benchmark
- * 1st: 39 students well below; 19 students below; 13 students at; and 7 students above benchmark
- * 2nd: 34 students well below; 17 students below; 22 students at; and 8 students above benchmark
- * 3rd: 30 students well below; 20 students below; 30 students at; and 15 students above benchmark (Note: 16 students in 3rd grade are our 4th-grade reading retained students)
- * Overall: 45.5% of our students are well below benchmark; 20.9% of our students are below benchmark; 22.01% of our students are at benchmark; 11.5% of our students are above benchmark.

Data from our 1st benchmark presentation:

- * 3rd Grade ELA - 47.4% proficient; 3rd Grade Math - 37.0% proficient
- * 4th Grade ELA - 22.9% proficient; 4th Grade Math - 26.9% proficient
- * 5th Grade ELA - 34.6% proficient; 5th Grade Math - 45.5% proficient; 5th Grade Science - 42.3% proficient

10/8/22 During PLCs, teachers and coaches will have the opportunity to determine, discuss, learn and incorporate high-yield instructional and behavior management strategies to be used in the classroom.

Complete 11/28/2022

Charmaine
Greenidge

12/01/2022

Notes: 23/02/23- All teachers examined math lesson plans and decided on the placement of the collaborative pairs- the current strategy in use- at the end of the "Launch" and as part of the "Direct instruction" portions of their lessons.

8/30/22 - Weekly PLCs are conducted with the Instructional coach and the MCL (grades 3rd & 4th).

10/3/22 - The High Yield instructional strategy (HYIS) is discussed and modeled with the grade-level teachers. The strategy we are working on is Collaborative pairs, the instructional leadership team will conduct iRounds to see how the strategy is being used and provide feedback to teachers.

12/5/22 - A decision was made with the ILT that will well continue to focus on the Collaborative pairs' high-yield instructional strategy.

10/8/22 EC resource teachers will meet with grade levels during PLCs to discuss the progression of our students with disabilities.

Complete 01/27/2023

Charmaine
Greenidge

01/09/2023

Notes: 03/31/23 EC resource teachers and Ms. Greenidge have met 4 times during March to continue to develop strategies for EC students in math. Our next meeting will be held on April 21st after spring break
03/24/23 EC resource teachers and the instructional coach have met every Friday during the month of February to plan and monitor the progress of K-5 EC students in the area of Math. Our next meeting will be held on March 3rd.
1/13/23 EC teachers and the instructional coach have established a specific meeting time on Fridays at 11am of each week. The purpose of the meeting is to discuss instruction, strategies as well as to find specific instructional materials which can be used to ensure that our EC students are receiving standards aligned instruction for Math.

10/23/22 The administrative team, and grade level teams will use bi-weekly data meetings to identify any gaps in the data between various subsets of students (including male/female, white/black, disabled/and non) and strategize on how to best close the gaps.

Complete 03/31/2023

Larissa Perkins

03/31/2023

Notes: 4/24/23 - we have been meeting on a consistent basis to discuss the performance of our subgroups. Our 3rd, 4th, and 5th-grade teachers and coaches have developed remediation plans to address the students in the various subgroups.
PLCs focus will be on small groups, using a 2 prong attack (whole group and small group). We will use certain activities, in particular, to assist students with misconceptions to help close the gap.

10/8/22 CWCES staff will receive continued training on the implementation of a tiered instructional system to meet the individual needs of students across all tiers throughout the school year and will share through professional development sessions with all staff.

Complete 04/24/2023

Marsha Gaines

04/01/2023

Notes: 4/24/23 - SST has been meeting with grade levels to discuss students in Tier 2 and 3 and a list of interventions and continues to have monthly kid talk meetings. In moving forward, having a model teacher small group sessions to develop a Tier 2 and Tier 3 framework. Gather documents to have in a binder for teachers to refer to for assistance.

1/27/23 - January Kid talk was held during grade-level this week. Teachers shared the students that are possible retentions and the students that will need to begin the SST process.

CWCES student services team (SST) conducted a presentation outlining the MTSS and SST process during the October Staff Meeting. Follow-up sessions will occur in PLCs this week.

10/23/22	Time will be spent at grade-level PLC meetings discussing specifically how the small group instruction is planned for our Students with Disabilities and Black Students sub-groups that did not meet proficiency goals.		Charmaine Greenidge	12/23/2024
<p><i>Notes:</i> May 2023 - The action was discussed by SIT and it was agreed upon to continue this particular action. The master schedule has been adjusted to promote more collaborative time for data investigation for our SWD and black student sub-groups.</p> <p>2/1/23- At the last PLC meeting teachers discussed scaffolding for Phonological Awareness with our targeted subgroups. The suggested resource to be used in this case was Haggerty. In the small group setting, teachers will be intentional when counting, pronouncing, blending, or segmenting syllables. They will have the student(s) place hand under chin, paying attention to the number of times chin moves down as they slowly say a word. If needed, the students will be encouraged to use the other hand to put up a finger for each syllable as they say a word. Once the students can break words into syllables, teachers will proceed to teach them to recognize even smaller units within a syllable, called onsets and rimes.</p> <p>1/31/23-At the last PLC meeting the instructional coach and teachers discussed having the sizes of small groups for our Students with Disabilities and Black Students sub groups be limited to small numbers of 3-4 students per group. For Math the importance of using concrete objects, and allowing students to explain their understanding of the instruction was emphasized.</p>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			CWCES has begun to use the Multi-Tiered System of Support (MTSS) to generate a plan of action that will address the needs of our students. With this plan in place, CWCES expects a 3% decrease in student discipline occurrences. School staff is being trained using the online Vector system to recognize changes in students' mood/demeanor/attitude. Homeroom classes have a calming corner in their classroom to use as an intervention.	Limited Development 10/09/2022		
How it will look when fully met:			When indicator A4.06 is fully implemented, all teachers will be attentive to students' emotional state and prepared to foster students' social/emotional competencies. A program/curriculum will drive social and emotional learning. Teachers and other instructional staff members will use the program/curriculum to teach skills that will help students handle their emotions and relationships. The skills taught will also help students make ethical decisions and develop care and concern for others. All staff members will participate in mandatory professional development and training opportunities at least twice a year that focus on social and emotional intelligence. The training opportunities will help teachers create a classroom environment that reflects the social and emotional learning values (which are built into school culture, classroom instruction, and classroom norms). Our Student Services Department (SST) will play a key role in maintaining open communication and collaboration between home, school, and community relationships as well as creating a referral system to designate needed families. Evidence of full implementation will be measured by: pre-and post-assessments, principal and counseling staff observations, sign-in sheets, agendas, evaluation process, and counseling referrals.		Marsha Gaines	06/02/2024
Actions				2 of 4 (50%)		
	10/9/22	Teachers will use the ABE system to track behavioral data		Complete 10/16/2023	Eric Bradley	10/01/2023
	Notes: 10/16/23 - PBIS correlate mentioned the intervention tool within the ABE system to assist with the behaviors in the class. Teachers are using the system to record Classroom actions and also to refer students to the office. PBIS correlate members will review with grade level how to input a positive behavior note in the ABE system. 10/2/23 - Staff received training on the ABE system.					

10/9/22	PBIS training(s) will be provided to ensure all teachers use a consistent vocabulary and have consistent expectations	Complete 10/19/2023	Marsha Gaines	10/23/2023
<i>Notes:</i> 10/16/23 - Morning announcements to review the PBIS matrix, and guidance lessons used during the morning meeting. 9/29/23 - PBIS Assembly for the students to learn, know, and understand the Schoolwide expectations				
10/9/22	Students will engage in a social-emotional curriculum once a month through a guided lesson provided by the counselor or school support personnel.		Eric Bradley	05/30/2024
<i>Notes:</i> 10/16/23 -The guidance counselor has developed a rotation schedule in order to engage in a SEL each month				
10/7/23	Develop professional knowledge that will provide attention to students' emotional states with an emphasis on our Black students' subgroup. In turn, supporting students in managing their emotions.		Marsha Gaines	05/30/2024
<i>Notes:</i> 10/16/23 - During the Nov. PBIS meeting team will compile date to bring to the SIT the next steps				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, at CWCES, our Pre-K teachers conduct home visits before the school year begins. Our incoming kindergarten students participate in Beginners day before going to Kindergarten. Students in 5th grade go to Hope Mills Middle school to learn more about the middle school concept and the transition to middle school.	Limited Development 10/09/2022		
How it will look when fully met:			Students and families will feel welcomed and prepared upon enrolling at C. Wayne Collier 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.		Marsha Gaines	06/02/2025
Actions				0 of 2 (0%)		
	10/9/22	When 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 the front office.			Nikkie Jones	06/01/2025
Notes:						
	10/9/22	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.			Charmaine Greenidge	06/01/2025
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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:			<p>CWCES has an established leadership team made up of the Principal, Grade Level & Content/Department Chairs, Assistant Principal, Instructional Coach, and MCLs that meet once a month (SIT) as a group.</p> <p>CWCES also has an Instructional Leadership Team, which consists of the Principal, Assistant Principal, Instructional Coach, and MCLs that meet weekly to review practices we see working for our students and where we need to support our teachers and students in PLCs.</p>	Limited Development 10/09/2022		
How it will look when fully met:			When the objective is fully met, the leadership team will meet once a month (SIT & MTSS meetings) for an hour to assess the actions within our SIP, discuss areas of need and create solutions to those needs. The leadership team will also review school performance data from instructional coaches during these meetings.		Shorna Lewis	05/31/2025
Actions				0 of 2 (0%)		
	10/9/22	Members of the Instructional 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.			Angela Newble	10/31/2024
Notes:						
	10/9/22	For leadership team meetings (School Improvement Team, Grade Level, Team Meetings, and Content Planning) the School Improvement Plan must guide decision-making and be a part of the agenda, planning, execution, and implementation within all levels.			Shyrene Leon	12/01/2024
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The CWCES master schedule allows for common planning (60 minutes or more each day, based on grade level) within its schedule to allow time for professional learning communities, grade-level meetings, and collaboration.	Limited Development 10/09/2022		
How it will look when fully met:			When the objective is fully met, teachers will meet collaboratively to plan, identify and implement the best research-based instructional practices in the classroom. Teacher-led PLCs and grade-level meetings will use the SIP and other school-related materials to guide planning and instructional delivery.		Larissa Perkins	06/02/2025
Actions				0 of 4 (0%)		
	10/23/22	The schedule has been created to provide common planning for most of the days of the week, with PLCs occurring on Tuesdays and Wednesdays.			Larissa Perkins	08/31/2024
Notes:						
	10/23/22	PLC meetings will be held every other Thursday so that teachers can use that time to work on MTSS requirements and Individual Learning plans for students.			Charmaine Greenidge	10/31/2024
Notes:						
	10/9/22	Professional learning communities (PLCs) and school-wide correlates will use the SIP, CWCES vision, and goals when functioning in their capacities.			Charmaine Greenidge	03/01/2025
Notes:						

10/23/22	The coaches and administration will be present for the weekly grade-level planning sessions, which will be led by the grade-level chairs. The coaches will try to keep the focus of the meeting on instruction and differentiation and not managerial-related discussions.		Charmaine Greenidge	03/31/2025
Notes:				

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
Initial Assessment:			Currently, our instructional leadership team (ILT) completes walk-throughs 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 - informal notes left for teachers, emails to document glows and grows, coaching meetings with IC or MCL which may lead to a coaching cycle if needed.	Limited Development 10/08/2022		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			When this objective is fully met, staff members will feel comfortable with administrators in their classrooms. Staff members will be receptive to constructive feedback and use the information within their daily instruction. The information used to determine the objective has been fully reached will be the 2024 Teacher Working Conditions survey, summative evaluations, and documentation of walk-through forms.	Objective Met 06/08/23	Larissa Perkins	06/02/2023
Actions						
10/8/22			The leadership team will create an instructional focus schedule based on the county's iRounds document or the needs of the school.	Complete 11/28/2022	Larissa Perkins	12/20/2022

Notes: 1/23/23 - An iRounds schedule has been created and shared with the
ILT to ensure we are
10/20/22 - The Instructional Leadership team began completing
iRounds.
10/24/22 - During the weekly Instructional Leadership team (ILT)
meetings. We discuss the instructional focus for the week (i.e. HYIS
being implemented, iRound area we will use, and which teachers to
observe). We discuss this every Monday morning to ensure the ILT has
a focus for the week.
12/5/22 - The ILT discussed the feedback on the iRounds and our area
of focus for PLCs. The decision was made to provide additional support
in PLCs for whole group instruction and to also provide detailed
feedback from the iRounds and to meet with teachers to further
discuss.

10/23/22 Administrators will follow the Observation schedule to ensure staff
members are observed in a timely manner and conferenced within the
10-day period.

Complete 01/27/2023

Larissa Perkins

01/31/2023

Notes: 1/27/23 - Admin team speaks weekly to give an update on the status of
our observations as of this moment we are on track for completion of
the 2nd round with the expectation of the new hirers.

12/12/22 ILT team did an iRound observation starting at 8:40-9:40 in
grades 3rd, 4th, 5th grade

10/23/22 The administration will attend weekly PLCs to monitor the discussion
and planning of instruction.

Complete 11/28/2022

Larissa Perkins

02/28/2023

Notes: The administration has developed a weekly schedule in the Leadership
drive. On the schedule, we have designated our time to be present in
the PLC meetings for all grade levels. The master schedule has
protected this time with an extension to ensure teachers are able to
discuss and plan lessons accordingly.

10/8/22 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

Complete 04/19/2023

Charmaine
Greenidge

03/31/2023

Notes: 4/19/23 - PLCs have been progressing to incorporate the trends that
the ILT has seen during the weekly iRounds. Focus areas consist of
Differentiation, collaboration, and depth of questioning.

10/23/22	The administrative team will share with one another the findings during classroom visits to ensure that points of emphasis are met and to identify new points of concern that need to be discussed during staff meetings, and specific grade-level meetings.	Complete 01/27/2023	Eric Bradley	04/01/2023
<i>Notes:</i> 1/20/23 - iRounds feedback - 2 trends that we noticed K- Engagement of all students was not visible; inconsistency of the use of CCS resources 1st - Effective presentation and collaboration; not all students were actively engaged in the lesson 2nd - missing the discourse of students; manipulatives were not used 3rd - missed opportunity to incorporate HYI strategies; not all students actively engaged				
Implementation:		06/08/2023		
Evidence	6/8/2023 Evidence, such as PLC agendas, iRound schedule, and iRound feedback has been uploaded into the B3.03 Google Spreadsheet.			
Experience	6/8/2023 Administrators attended weekly grade-level PLC meetings to partake in curriculum discussions and lesson planning. They also completed iRounds, according to the Observation schedule, and sent digital feedback to all teachers. Teachers had access to timely feedback.			
Sustainability	6/8/2023 Administrators will continue to follow this routine and provide timely feedback.			

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 is preparing for data dives with grade-level teams to analyze current assessment data that will drive our instruction during math, ELA, and 5th-grade science. Our instructional leadership team meets weekly to discuss the support needed for teachers. We make decisions for professional development based on assessment data as well as classroom observation data.	Limited Development 10/08/2022		
			Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<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. Teachers will use the data analysis to form differentiated and personalized instruction. 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.	Objective Met 06/08/23	Larissa Perkins	06/02/2023
<i>Actions</i>						
	10/8/22		The school will implement learning walks to gather insight regarding successful instructional and engagement strategies.	Complete 11/28/2022	Larissa Perkins	11/15/2022

Notes: 1/20/23 - The ILT met to discuss last weeks scheduled iRound observations of math. We talked about common trends that the team noticed on the grade levels that we will discuss during the upcoming PLCs.

1/3/22 - The ILT will meet to discuss our focus area for the start of the 2nd semester. We want to continue highlighting classes that are implementing great engaging strategies on a weekly basis.

11/14/22 - During PLCs teachers learn about the reading-learning progression along with the DPI resources to ensure they are going deeper into the standard that is being taught and addressing the whole standard.

10/20/22 - The instructional leadership team (ILT) has conducted learning walks using the county's iRounds tool. We notice during our walks that teachers need support with whole group instruction and our new teachers need additional support with small group implementation. The instructional coach along with the MCL will conduct a session to assist with the needs of the teachers.

10/23/22 All summative data is discussed with the entire staff during various staff meetings. When possible data is disaggregated to discuss how well our various subgroups have performed.

Complete 02/27/2023

Eric Bradley

02/28/2023

Notes: 3/6/23 - Data presentation with the staff to discuss and show the discipline in ABE.

2/6/23 - Presentation to the staff about Benchmark #2

10/8/22 Teachers will submit small group and independent practice lessons that provide differentiation and personalization for all students based on data.

Complete 02/27/2023

Charmaine Greenidge

03/01/2023

Notes: 3/29/23- Teachers are creating specific small group plans based on their data from post assessments during their PLC sessions. These sessions include the identification of specific learning targets that students were deficient in for a particular standard, materials to be used for instruction and materials that can be used to extend learning for students who are already proficient in that standard.

2/3/23 - The target date has been changed to 3/1/23. ILT will check for the fidelity of the small group plans being used with differentiation included.

Teachers are currently doing small group plans and they are differentiated.
Teams are remediating based on the data shared on the last data day.
Teachers routinely use their data to plan to meet the needs of students.
The action has been closed due to this.

10/8/22 School-wide implementation of teacher & student data notebooks to track data throughout the school year. Data notebooks should identify how students are progressing toward individual goals

Complete 04/24/2023

Larissa Perkins

03/30/2023

Notes:

4/24/23 - Teachers use and discuss their data on a monthly basis or based on unit cycles completion

2/3/23 - The ILT team will bring samples of student data sheets to the 2/10/23 meeting with a target date of 2/28/23 of the implementation of the form.

The leadership team decided to use the Unified Insights platform to track the progression of our students and to look for trends schoolwide that we will need to address.

10/23/22 The teachers are assigned to keep up with their data so that it can be used during grade-level planning sessions, PLC meetings, SST meetings, and IEP meetings. They are checked by the Instructional Coaches at the end of each month to assure that the recent relevant data has been included

Complete 03/20/2023

Charmaine
Greenidge

03/30/2023

Notes: 3/29/23- During PLCs post assessment data has been reviewed for each unit. We have used the data to identify areas of strengths and weaknesses as well as areas in which we need to focus on small groups.

2/27/23 3rd-5th is monitored by pacing so we can reflect on data but it's not done in a timely manner.
Based upon the schedule that will incorporate consistent data meetings the action has been completed. Data will be continually checked by the data coach and admin that data has been continuously updated

10/23/22 The walkthrough observational data is discussed during Monday leadership meetings to ensure that targeted strategies are being applied in the classroom and to provide ideas on how to approach upcoming grade-level planning meetings, and PLC meetings.

Complete 11/28/2022

Larissa Perkins

03/31/2023

Notes: 1/3/22 - The ILT will meet to discuss our focus area for the start of the 2nd semester. Our instructional coach will present the information of our tiered teachers and we will discuss the next steps of support.

11/14/22 - During PLCs teachers learn about the reading-learning progression along with the DPI resources to ensure they are going deeper into the standard that is being taught and addressing the whole standard.

10/31/22 - The instructional leadership team (ILT) has conducted learning walks using the county's iRounds tool. We notice during our walks that teachers need support with whole group instruction and our new teachers need additional support with small group implementation. The instructional coach along with the MCL will conduct a session to assist with the needs of the teachers.

Implementation:

06/08/2023

Evidence

4/24/2023
February Staff meeting agenda - benchmark data review; Collier Discipline/ABE Data; sample PLC documents; Kindergarten & 1st-grade math assessment data spreadsheet; iRound schedule.

Experience	4/24/2023 In PLC's teachers discuss data from K-5th grade. Teachers look at post assessment data to identify students who have achieved mastery. We determine standards that need to be re-taught through the whole group or small group. We look at subgroup students, in particular, to see how those students have performed.			
Sustainability	4/24/2023 Teachers continue to look at post-assessments and include discussions of interim assessments. This extended discussion will allow us to better support our students and meet their needs, to achieve more growth on post-assessments.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The ILT 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 recognized through a variety of initiatives including but not limited to: a Staff Member(s) of the Month, weekly kudos, and shout-outs.	Limited Development 10/09/2022		
How it will look when fully met:			When C3.04 is fully implemented, the school will have an effective system for recruiting, evaluating, rewarding, and replacing staff. The school will regularly attend recruiting opportunities (job fairs). To ensure quality staff is retained, the school will recognize and reward staff members regularly--at least once a month (for meeting professional development goals, attendance, performance, etc). Evidence for this indicator includes the retention records of highly qualified certified teachers, examples of survey feedback, and the staff members of the month on the Collier recognition board.		Eric Bradley	05/31/2024
Actions				1 of 3 (33%)		
10/24/22		All new staff to Collier will be assigned a buddy or mentor		Complete 09/25/2023	Eric Bradley	08/30/2023

Notes: 10/16/23 - New teachers (BTs 1-3) and new international teachers have been assigned a building mentor that assists them with all things school-related. Monthly meetings are held on the 3rd Wednesday of each month along with a section on the weekly bulletin dedicated to beginning teachers.

10/9/22 Staff members will submit a staff shout-out to recognize others to be featured in a weekly bulletin; the leadership team will announce the Star Staff Members of the Month at monthly staff meetings.

Eric Bradley

12/15/2023

Notes: 10/16/23 - The recognition of the Star Staff members of the month has begun. A system is in place to continue for the remainder of the school year. Staff members are aware of the procedures. Staff shout-out will be linked into the weekly Beaver Bulletin, i.e. Padlet, allowing staff to shout out other staff. SIT members voted that we will use the Beaver Bulletin to do monthly shout-outs to staff members

10/7/23 The school will gain feedback through a climate survey during the month of October. The Leadership team will disaggregate the data and determine the next steps. After the steps have been put in place a second climate survey will be administered in December to monitor our progress around school climate.

Kathie Crosby

12/31/2023

Notes: 10/16/23 - Staff morale correlate will meet and create a survey for all staff to go out on October 23rd.

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>			After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Kim Robertson	05/31/2024
<i>Actions</i>				0 of 1 (0%)		
	10/8/23		The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Kim Robertson	03/29/2024
			05/31/2024			
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our current communication with families has been limited to Class Dojo and weekly Parentlink communication. Extending to social media may reach more families. Some teachers use telephone communication effectively while others are struggling to reach parents this way.	Limited Development 10/09/2022		
How it will look when fully met:			Parents will have a clear understanding of the expectations of their children and how they can reinforce their learning at home. Parents are actively engaged in student learning and school activities. Families attend our Family Nights and Family-School Conferences. CWCES will see an increase in parent/guardian involvement to address academic and behavioral concerns.		Eric Bradley	12/01/2025
Actions				0 of 4 (0%)		
	10/24/22	Communication to parents will be frequent through Parentlink and Class Dojo messages.			Donnie McCabe	10/01/2024
Notes:						
	10/24/22	Teachers will schedule parent-teacher conferences throughout the school year as needed. They will not just be held around report card times.			Marsha Gaines	11/01/2024
Notes:						
	10/9/22	Parents are invited to sign up to be trained and become a School Angel. Parents are encouraged to fill out the volunteer clearance form to be able to come in and volunteer.			Annie Cash	12/01/2024

Notes:

10/9/22 Monthly parent engagement activities will be planned to engage parents in helping their students at home. Teams will also explore webinars and recordings for parents that are unable to physically attend.

Marsha Gaines

10/01/2025

Notes: