

## Comprehensive Progress Report

**Mission:**

The mission of Cliffdale Elementary School is to provide an equitable learning environment that nurtures each child's passion for intellectual curiosity, encourages productive struggle, promotes innovative thought, and inspires both children and adults to develop a strong sense of S.E.L.F. (Social Emotional Learning Foundation)

**Vision:**

Every student will have equitable access to engaging learning that prepares them to be Collaborative, Competitive, and Successful in our global world.

**Goals:**

Cliffdale Elementary School will increase math proficiency in grades 3, 4, and 5 to 41%. (A1.07, A2.05, A4.01)

Cliffdale Elementary School will increase ELA proficiency in grades 3, 4, and 5 to 45.1% (A1.07, A2.05, A4.01)

Cliffdale Elementary School will increase Science proficiency in grade 5 to 64.5%. (A1.07, A2.05, A4.01)

Cliffdale Elementary School will increase composite proficiency (Reading, Math, and Science) for Students with Disabilities. (A1.07, A2.05, A4.01)



! = 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>		We reinforce and utilize PBIS as a school-wide program to teach and encourage positive student behavior. We teach and model our PBIS matrix and classroom expectations for the first 2 weeks of each school year, and we review them weekly. We incorporate the use of ABE, Alternate Behavior Educator program, to track behavior data and drive our PBIS initiative. Many teachers are not using ABE with fidelity.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		All classrooms will demonstrate effective and well established routines and procedures. Students will be able to clearly articulate and carry-out classroom and school-wide expectations. All classrooms will have the PBIS Matrix posted, and all teacher/students will be using the matrix throughout the school. All classrooms, including Specials, will have individual classroom expectations posted for all to view. Classroom rules and PBIS expectations will be reviewed weekly. The number of disciplinary referrals will be reduced from the previous school year.		Shelda Oliver	06/01/2025
<b>Actions</b>			<b>2 of 5 (40%)</b>		
	10/26/22	Administration will add a mandatory SEL time in the Master Schedule	Complete 08/15/2022	Suzanne Owen	11/01/2022
	<i>Notes:</i> 10/12/22 - All classroom teachers have a mandatory 20 minute SEL time in their daily schedule.				
	10/26/22	PBIS will be implemented school wide with all students and staff members. Students will be rewarded and encouraged for demonstrating positive behavior by using DOJO and other effective measures including the monthly PBIS cart.	Complete 05/26/2023	Behavior Coach	06/01/2023
	<i>Notes:</i> May 2023 - We implemented this action this year but due to staff shortages and conflicts in schedules, the cart system was not fully utilized towards the end of the year. During the SIT meeting on June 5, 2023, the SIT team discussed this action and are putting some things in place to ensure the reward system continues next year without conflicts.				
	10/26/22	The PBIS team will share classroom management strategies regularly to all faculty members via the Star News.		Behavior Coach	06/01/2024
	<i>Notes:</i> May 2023 - we began implementation of this action and would like to continue this next year to ensure full implementation.				

12/9/22	All certified staff will use our ABE program to document all classroom actions and all behavior actions that require administrative attention.		Shelda Oliver	06/05/2024
<i>Notes:</i> May 2023 - We have utilized the ABE program but not with fidelity. This is a continued action for next year.				
12/9/22	Teachers will use the CES PBIS Flowchart to administer consistent logical consequences for undesirable student behavior.		Behavior Coach	06/05/2024
<i>Notes:</i>				

**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>		We have instructional teams that meet each week on Tuesday afternoons for collaborative grade level planning. Additionally, all teachers meet weekly during the school day for "Managerials" in which teachers receive PD, review data, learn new information from the county, and discuss all other facets of their grade level. Administration and coaches provide feedback and support during the meetings. All faculty members only use vetted CCS resources including, but not limited to, the NCSCOS, Wonders resources, and Envision resources to collaboratively plan instruction. All K-5 teachers have common planning each school day for 40 minutes as outlined in the Master Schedule developed by administration.	Limited Development 10/26/2022		

<p><b>How it will look when fully met:</b></p>	<p>When fully implemented grade level teams will meet every Tuesday to develop standards-aligned units of instruction. Meetings will be truly collaborative in that each member will be an active participant and willing to contribute to discussions. Teachers, instructional support and administration will have a structured system in place to ensure that instructional plans are aligned to state standards. Instructional support and/or administration will have a schedule for providing support to grade levels during meeting times and managerials. Teachers will use their data to drive their instruction. Data will come from a plethora of resources such as entrance/exit tickets, Wonders Pre and Post tests, K-2 unit math tests, MClass PM and BOY/MOY/EOY tests, informal assessments, and Math Mastery Connect Testing.</p> <p>All teachers will learn how to write a Standards Based Learning Target. Each Learning Target will be shared at the beginning of each lesson and reiterated throughout the lesson. All Learning Targets will be annotated for student understanding.</p> <p>In order to refer back often to previous lessons taught, all teachers will develop and post Standards Based Anchor Charts in their classrooms for student reference.</p> <p>EC resource teachers and self contained AU teachers will participate in grade level team planning. This will be followed up with lesson plan feedback, instructional walk-throughs the week following the team meetings, and review of formative assessment data by the team. The team will know that this objective is fully met using documentation such as grade level team meeting agendas, formative assessment data reports, feedback from classroom walk-throughs and lesson plan feedback provided to teachers.</p>		<p><b>Instructional Leadership Team</b></p>	<p><b>06/05/2025</b></p>
<p><b>Actions</b></p>		<p><b>1 of 5 (20%)</b></p>		
<p>10/26/22</p>	<p>Grade level teams will meet every Tuesday afternoon to develop standards-aligned units of instruction for each core subject. ILT and Administration will monitor planning to ensure that the only resources used to plan and deliver Standards based instruction are approved by CCS and NCDPI.</p>	<p>Complete 05/26/2023</p>	<p>Instructional Leadership Team</p>	<p>06/01/2023</p>

*Notes:* May 2023 - our teachers met after school each Tuesday from 3:10 - 4:30 to plan instruction

We will continue to implement this action again next year. We have initiated this action but feel we need to continue to use this action again next year to ensure fidelity of planning.

10/26/22 Administration and Instructional Leadership Team members will provide collaborative lesson plan feedback to the grade levels whose meetings they attended.

Instructional Leadership Team

06/01/2024

*Notes:* May 2023 - This action's target date is being adjusted to next year due to ensuring the fidelity of the ILT providing feedback to all grade levels. This year our focus was on our Opportunity Culture grade levels and Third grade. We would like to continue this action again next year.

10/26/22 Administration and Instructional Leadership Team will conduct regular classroom walkthroughs to check for instructional alignment in planning, lesson plans and classroom instruction. Each month the ILT will review the Google Doc with the information inputted by the classroom visits. The Team will use the school developed M.I.T (Monthly Instructional Target) to assess fidelity.

Instructional Leadership Team

06/01/2024

*Notes:*

12/9/22 K-5 teachers will use our LMS, Canvas, for assignments. All students will be able to access grade level assignments and submit work to teachers.

Wanda Kindell

06/05/2024

*Notes:*

12/9/22 Grade levels will create learning targets, that will be annotated by the teacher, using standards directly from the NCSCOS, and they will be discussed and reiterated throughout each lesson. Learning targets will be student friendly and will ensure student knowledge of the purpose to the lesson.

Instructional Leadership Team

06/05/2024

*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

**Initial Assessment:**

2022 -2023 - CCS is supporting our ELL subgroup by supplying in school tutoring. We are also give FEV tutoring provided from the county. State mandated IRPs (Individualized Reading Plans) are created to monitor progress monitoring and intervention responses. Professional development will be given for effective small group lesson planning.

2019- 2020 - We have an MTSS system in place in which students who have difficulties in any area are taken to "Kid Talk" where many professionals work together in order to determine needs and next steps. Teachers are given a Professional Development of the processes of the MTSS platform.

To consistently educate the "whole-child" so that all aspects of education are available to all children, we need to develop and create a space to meet individual needs of each child.

A STEM/Media space has been created so that children are able to work at their own pace, in their own level, with their highest interest.

2018-2019 - We are in the development stages of implementation of a tiered instructional system. Teacher are given a Professional Development for the vocabulary involved in the MTSS process. We currently use various tiers and processes to provide interventions and specialized instruction to students in need of support; however, this is not consistently being implemented. This is largely due to teachers not having the capacity to implement research-based and aligned instructional practices to support tier 1, 2, and 3 classroom instruction. There is some collaboration between teachers, parents, EC teachers, student support, etc. on planning, alignment, professional development and scheduling of interventions.

Limited Development  
10/26/2022

<b>How it will look when fully met:</b>	Once fully implemented, the Instructional Leadership Team continues to monitor classroom instruction and small group lesson plans. There is consistent use of research-based interventions and aligned instruction across all tiers. There is a focus on quality core instruction and rigorous identification of students needing interventions in an effort to accurately meet the needs of all students. Teachers are provided with support and training in the effective use of delivering evidence-based instruction through professional development during PLCs/managerials. Teachers also attend Kid-Talk meetings to discuss interventions specific for each student. Evidence is in the form of managerial notes, Kid-Talk meeting notes, small group lesson plans, MIT (monthly instructional target), progress monitoring data and formative assessment reports. The goal setting and bench-marking of student tiers and small groups are checked during grade level planning and PLCs/managerials/data dives.		<b>Administrative Team Davis</b>	<b>06/01/2025</b>
<b>Actions</b>		<b>2 of 6 (33%)</b>		
10/26/22	Use Title I money to build a STEAM media center	Complete 12/01/2022	Instructional Team, Owen	06/01/2023
<p><i>Notes:</i> August 2022 - Title 1 money was used to purchase a full time STEAM Teacher and STEAM materials.</p> <p>All fourth and fifth grade students will have STEAM as a special once per week as noted in the master schedule.</p> <p>December 1, 2022 - the ILT met to review and update the SIP and it was decided that this action has become a permanent part of our school wide program at Cliffdale.</p>				
10/26/22	Our students who do not meet mastery will be remediated through successmaker, remediation class, pull out group work, and specific research based interventions from Orton-Gillingham and Wonders interventions.	Complete 05/26/2023	Wanda Kindell	06/01/2023

*Notes:* October 2022 - 8 Kindergarten and first grade teachers are fully trained in Orton Gillingham

August 2022- a full time full release MCL who is fully trained in Orton Gillingham has been assigned to specific students in the SWD subgroup

December 2022 - Three more teachers have been approved to participate in OG training in January.

February - FEV tutoring began for selected fourth graders. This is a county implemented program that is virtual.

April - all 3-5 teachers created a review plan for reviewing high priority standards for EOGs

10/26/22

Our MTSS Leadership Team will conduct Kid Talks with teachers to provide intervention strategies for struggling students.

Shacarra Taylor

06/01/2024

*Notes:* October 2022 - We conduct regular Kidtalk meetings as teachers request them. All teachers are given interventions or recommendations to help students be successful. Follow up meetings are in place to check on the progress of the student or next steps that need to be implemented. These follow up meetings are every four to six weeks.

10/26/22

In order to ensure that all first time instruction is effective for 80% of students, all teachers will write Small Group Lesson Plans for both ELA and Math based on data.

Ashley Wilson and Shannon Marsh

06/01/2024

*Notes:* October 2022 - The Instructional Leadership Team conducts walkthroughs and provides feedback to teachers. Data meetings are conducted to ensure student needs are met in small group. Kidtalks are conducted for students that need additional support, where interventions are given to reach goals.

November 18, 2022 - All teachers received the new Small Group Lesson Plan format and professional development outlining processes and procedures needed in order to write and facilitate data driven small group instruction.

December 9, 2022 - All teachers met with the ILT during managerials to participate in a small group lesson planning support session



10/26/22	The administrative team will identify and provide support and professional development to teachers in need of training in the area of delivering evidence-based instruction. Administrators will use NCEES to have crucial conversations with teachers about excellence in instruction.		Barnes	06/01/2024	
<p><i>Notes:</i> October 22 - teachers are given professional development on enVision (this was for our Beginning Teachers and teachers new to our county).</p> <p>August 22 - teachers are given professional development in continued PD from Kathy Kennedy on Teacher Efficacy, LETRS, mclass and Wonders  *** Time is allotted in the master schedule for twice a month, planning time to work on LETRS courses</p> <p>December 2022 - Small group Professional Development was provided to all teachers based on MIT and NCEES observations.</p>					
3/15/23	Monitor and provide feedback for weekly lesson plans to ensure research based interventions and standards are being addresses effectively		Instructional Leadership Team	06/01/2025	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our school implements a SEL time daily for teachers to check on student emotional state. During this time, students discuss their zones and where they are emotionally for the day. Teachers also establish check in times throughout the day for those students it is necessary for. Teachers will use interventions to assist with students that are having emotional stress.	Limited Development 10/17/2023		
<b>How it will look when fully met:</b>		Students will fill comfortable addressing their emotional needs and talking to an adult about issues. Teachers will have interventions to use in the classroom to assist with a variety of emotional states. Teachers and students will have a support system.		Shacarra Taylor	06/30/2025
<b>Actions</b>			<b>1 of 3 (33%)</b>		
10/17/23	Administration will add a mandatory SEL time in the Master Schedule		Complete 08/21/2023	Shacarra Taylor	08/24/2023

*Notes:* Designee will assure that the principal includes an allotted SEL time for each grade level in the master schedule.

10/17/23 A variety of interventions for students with emotional states that teachers can use in the classroom to assist students. The guidance counselor will provide interventions for teachers through the weekly Star News.

Shacarra Taylor

06/05/2025

*Notes:*

10/17/23 Teachers will be given a list of support personnel that can assist students . Differentiated support levels will be listed as well.

Shacarra Taylor

06/05/2025

*Notes:*

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:**

Students will be given an opportunity to visit the middle school they are assigned. Kindergarten through fourth grade students will be introduced to the next grade level teachers at the end of the school year to prepare them for the transition. Future Kindergarten students will be allotted time during Beginner's Day to experience "A day in the life of a Kindergartener" in order to prepare them for the transition.

Limited Development  
10/17/2023

**How it will look when fully met:**

Students in fifth grade will be given an opportunity to visit their assigned middle school. They will be able to visit the campus, talk about scheduling and ask questions about their transition.

Kindergarten through fourth grade will be given the opportunity to meet the next grade level teachers, ask them questions about the next year and possibly visit classrooms for a day.

New Kindergarten students will be given the opportunity to spend a couple hours with Kindergarten teachers to experience what a day in kindergarten is like.

Rada Taylor

06/05/2025

**Actions**

0 of 3 (0%)

10/17/23 Fifth grade students will travel to middle school to visit with the staff and tour the campus.

Rada Taylor

06/05/2024

*Notes:* May 2023 - Ms. Taylor has taken several students to Westover Middle and Lewis Chapel.

10/17/23	Kindergarten thorough fourth grade will be given an opportunity to meet the teachers from the next grade level. Students will be able to ask questions and discuss expectations of the next grade level.		Rada Taylor	06/05/2024
<i>Notes:</i>				
10/17/23	New Kindergarten students will be given the opportunity to attend Beginner's Day where they will be placed in a current Kindergarten classroom to experience Kindergarten expectations.		Kimberly Herring	06/05/2024
<i>Notes:</i> May 3, 2023 - students that came to Beginner's Day with parents were allotted time in a Kindergarten classroom to experience the expectations of a student.				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			The Instructional Leadership Team will meet weekly on Fridays to discuss school practices and expectations.	Limited Development 10/17/2023		
<i>How it will look when fully met:</i>			The Instructional Leadership Team will meet weekly to discuss expectations, data and next steps.		<b>Instructional Leadership Team</b>	<b>06/05/2025</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
10/17/23			MCLs and Instructional Coach will meet with the Principal weekly to discuss data and next steps.		Wanda Kindell	06/05/2025
<i>Notes:</i>						

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<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
--	-----	-------	--	-----------------------	-------------	-------------

<p><b>Initial Assessment:</b></p>	<p>Currently, we have time allotted in our master schedule to allow teachers time to collaboratively plan instruction using a team approach to planning. Grade level teams make decisions that allow for distributive leadership. Teachers also have collaboration time every Tuesday for 90 minutes.</p> <p>Our master schedule gives teachers 40 minutes daily of grade level common planning. We also have a schedule in which all teachers attend "Managerials" weekly based on grade level need. Two of our high priority grade levels have 70 minutes of common planning time during the school day.</p> <p>We also have School Improvement Correlate Teams that meet monthly to ensure our School Improvement Plan goals and actions are being implemented. They make decisions on school activities which allow for distributive leadership and collaboration. Time is set in our monthly calendar to allow these meetings.</p>	<p>Limited Development 10/26/2022</p>		
<p><b>How it will look when fully met:</b></p>	<p>When fully met, all of our teachers will know how to contribute and fully participate in collaborative lesson planning. Teachers will have daily time allotted in the Master Schedule during the school day.</p> <p>Our SIT correlates will be aligned to our School Improvement Plan. They will regularly meet and review SIP indicators and review actions assigned to their correlate.</p> <p>An Instructional Leadership Team will be made up of teacher leaders and administrators who all have specific goals and responsibilities. The ILT will include grade level leaders and teachers who desire leadership roles.</p>		<p><b>Instructional Leadership Team</b></p>	<p><b>06/01/2025</b></p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>10/26/22</p>	<p>Teachers will meet weekly to collaboratively plan lessons and build team efficacy. Lesson plans will serve as documentation of Collaborative Planning.</p>	<p>Complete 05/26/2023</p>	<p>Instructional Leadership Team</p>	<p>06/01/2023</p>

*Notes:* October 2023 - Time is allotted in our schedule to allow teachers collaborative planning time each Tuesday. Time is also allotted for teachers to use Specials time to carry our necessary duties to ensure the lessons are well prepared. We currently have three OC grade levels that meet collaboratively throughout the week to collaboratively plan.

10/26/22	School Improvement Correlate Teams will meet monthly to ensure School Improvement Plan goals and actions are implemented. Teams will record minutes and report at monthly SIT meetings.		Instructional Leadership Team	06/01/2024
----------	---	--	-------------------------------	------------

*Notes:* September 2022 - Our SIT correlates have met and determined duties within the team.  
 October 2022 - Our SIT correlates have met to ensure our implementation of our SIP. School Improvement correlate has implemented Awards Day for Q1. Our PBIS Safety and Restoration correlate has ensured our goal for PBIS has been implemented and followed. Our Events and Community Relations correlate has implemented parent/student nights.

12/9/22	A process will put into place to identify teachers who desire leadership roles in the school.		Barnes	06/01/2025
---------	---	--	--------	------------

*Notes:*

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
----------------------------	---

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	The Principal visits classrooms daily to observe instruction, classroom management, and following of school expectations.	Limited Development 10/17/2023			
----------------------------	---	-----------------------------------	--	--	--

<i>How it will look when fully met:</i>	Teachers will be given prompt feedback in order to increase their teaching capacity. The principal will observe classrooms daily to provide feedback.		Tyrell Davis	06/05/2025
---	---	--	--------------	------------

<b>Actions</b>		<b>0 of 1 (0%)</b>		
----------------	--	--------------------	--	--

10/17/23	The principal will visit classrooms daily and provide feedback.		Tyrell Davis	06/05/2025
----------	---	--	--------------	------------

*Notes:*

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>		The Instructional Leadership Team meets to discuss data as it is collected and disaggregated.	Limited Development 10/17/2023		
<i>How it will look when fully met:</i>		The Instructional Leadership Team will meet to discuss data once it has been collected and disaggregated. Data dives will be conducted after benchmarks in order to determine next steps.		Instructional Leadership Team	06/05/2025
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/17/23		ILT will meet to discuss data after it is collected and disaggregated.		Wanda Kindell	06/05/2025
		<i>Notes:</i>			
10/17/23		Data dives will be conducted for teachers to dive into their data and plan for next steps.		Wanda Kindell	06/05/2025
		<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>Currently, we have created a Monthly Instructional Target (MIT) feedback form that we use when doing a brief observation. This form is similar to our previous county walk-through form. This form allows the team to collect an accurate picture of a teacher’s competencies by looking for a variety of indicators in the classroom and lesson.</p> <p>The principal created a preconference form for both abbreviated and Comprehensive/Standard Evaluations in NCEES. The form is reviewed by administration before the evaluation begins and it gives teachers the opportunity to be reflective of their practices before the evaluation occurs.</p>	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		When implemented, our teachers will be reflective educators and have a higher capacity to deliver quality instruction. Through powerful pre and post conferences and MIT feedback, educators will have a higher efficacy. Through observations of other educators and effective NCEES evaluation, teachers will feel supported and successful.	<b>Add Actions</b>	<b>Instructional Leadership Team</b>	<b>06/01/2025</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	12/14/22	NCEES Pre and Post conference form will be created by administration for all teachers to complete before first observation.	Complete 09/15/2022	Suzanne Owen	09/15/2022
		<i>Notes:</i> Sept 15, 2022- the pre/post conference form was created and shared with all faculty			
	10/26/22	Create a Monthly Instructional Target form to conduct brief observations of teachers.	Complete 10/05/2022	Administrative Team Owen	06/01/2023
		<i>Notes:</i> October 24 2022 - our MIT form was created and discussed with ILT on 10/25/22. We will update the form to include new instructional targets to look for each month.			
	12/14/22	Post conferences will be held for all Standard/Comprehensive Teachers while referring to the preconference form created in November.		Administrative Team Owen	05/15/2024



Notes: 12/14/2022 Update: Post conferences have been held with all first time observations.

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Resource Allocation</b>			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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.		Melody Boyd	05/31/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	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.		Melody Boyd	03/29/2024

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parents are invited to a Curriculum Night at the beginning of each year where they will learn about the expectations for their child. Parents are also presented with an overview of the skills taught throughout the year.	Limited Development 10/17/2023		
<i>How it will look when fully met:</i>		Parents will have a better understanding of the curriculum their students are taught as well as the expectations of those standards. Parents will also be given tools to assist their students at home to help them feel successful in supporting their child at home.		Wanda Kindell	06/05/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/17/23	Curriculum Night at the beginning of the school year to give parents an overview of year ahead and expectations of their child.			Wanda Kindell	06/05/2025
<i>Notes:</i>		Oct 2023- conducted our yearly Curriculum night and Title 1 meeting for parents. Parents were able to attend two sessions in case they have more than one child			
10/17/23	Parent Nights - for parents to attend a session once a quarter where they can participate in learning the high priority standards their child will be taught for the quarter.			Wanda Kindell	06/05/2025
<i>Notes:</i>					
10/17/23	EOG prep for parents - parents will be invited to a discussion about high priority standards tested on the EOG for 3rd - 5th			Wanda Kindell	06/05/2025
<i>Notes:</i>					