

Supporting the Strategic Plan Through School Improvement Planning

FERGUSON EASLEY ELEMENTARY

School Improvement Indicators:

CCS Priorities & Actions:

A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)	1A: Implement robust learning experiences 1B: Define, understand, and promote educational equity
B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)	2C: Develop educator talent pathways and data-driven professional learning
C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)	2A: Recruit and retain premier professionals 2B: Develop equitable access to human capital
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)	4A: Develop a districtwide family engagement outreach program 4B: Utilize diverse communications and marketing
A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)	3A: Maintain safe and secure schools 3D: Build the capacity of schools to serve all students
B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)	2A: Recruit and retain premier professionals 2C: Develop educator talent pathways and data-driven professional learning
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)	2C: Develop educator talent pathways and data-driven professional learning
B1.01 - The LEA has an LEA Support & Improvement Team. (5135)	3D: Build the capacity of schools to serve all students
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)	1A: Implement robust learning experiences 1B: Define, understand, and promote educational equity 1C: Develop modern learning environments 1D: Create tiers of services
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)	1D: Create tiers of services 3A: Maintain safe and secure schools 3B: Develop a behavioral and mental health framework 3D: Build the capacity of schools to serve all students
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)	1D: Create tiers of services 3D: Build the capacity of schools to serve all students
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)	2C: Develop educator talent pathways and data-driven professional learning 3D: Build the capacity of schools to serve all students