

## Comprehensive Progress Report

**Mission:** MUSTANG MISSION: We empower individuals to become caring, competent, responsible global citizens who value education as a lifelong process.

**Vision:** Every student will have equitable access to engaging learning that prepares them to be collaborative, competitive, and successful in our global world. At Montclair Elementary School, we will provide a nurturing environment committed to achieving excellence. Through education, students will gain the skills, strategies, and desire necessary to continue learning. They will develop a strong sense of responsibility for themselves, their peers, their community, and all others they encounter on this journey. We aspire to create a diverse learning environment, design a strong integrated curriculum, encourage children to become self-directed learners, and promote enthusiasm for learning in an atmosphere of equity and mutual respect.

**Goals:**

Increase school composite to 85% by May 2025. (A2.04 and A4.01)

All students will demonstrate behaviors that positively impact social and emotional development, academic learning, and physical and mental wellbeing. (A4.06)

Targeted subgroup proficiency will increase by 20% each calendar year through 2025. (A2.04 and 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>		Currently, classroom rules and procedures are posted on the PBIS SchoolWide Matrix. The matrix is in every classroom. Rules and procedures are taught and reinforced with our PBIS system and ClassDojo. Maslow before Bloom has been explicitly taught to the staff and reinforced through PLCs, SIT meetings, Grade Level and Vertical PLCs.	Limited Development 10/14/2022		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Behaviors such as responsibility, problem solving, managing emotions, respecting others, communicating effectively, and building positive relationships must be taught and not assumed that students come to class with these skills already present. Our SEL block will be taught by our school counselor and our social worker. ABE lessons and Second Step lessons will be utilized to support the SEL lessons. When fully implemented all students will demonstrate behaviors that positively impact social and emotional development, academic learning and physical and mental wellbeing. PowerSchool data will reflect a decrease in OSS days, Actions/Incidents, and number of students committing infractions of the Code of Conduct by 20%.	<b>Objective Met 10/19/23</b>	<b>Darius Gillespie</b>	<b>08/02/2023</b>
<b>Actions</b>					
10/14/22	SEL lessons taught explicitly by Counselor and Social Worker.		Complete 10/31/2022	Melody Fulmore	10/31/2022
<i>Notes:</i> *October-evidenced on the Master Schedule					
10/14/22	ABE and PowerSchool Data Review		Complete 12/12/2022	Darius Gillespie	12/01/2022
<i>Notes:</i> ABE and PowerSchool Data was reviewed by Instructional Leadership regularly. This action will continue throughout the year and moving forward.					
10/14/22	PBIS routines, procedures, and expectations will be demonstrated by all students and staff daily.		Complete 12/01/2022	Melody Fulmore	12/01/2022

*Notes:* PBIS routines, procedures and expectations demonstrated by students and staff. PBIS matrix signs posted throughout the building. PBIS signage posted throughout the building.

10/24/22 PBIS System of rewards are based on Class Dojo points. Students will earn incentives based on the number of points they earn. Students will also be recognized for Mustang of the Quarter for each classroom.

Complete 08/02/2023

Darius Gillespie

08/02/2023

*Notes:* PBIS Team is having a Planning Retreat on 8/2/23. The team will plan out yearly incentives and place activities/events on the school master calendar. Mustang of the Quarter will be clearly defined for student recognition quarterly.

**Implementation:**

10/19/2023

**Evidence**

10/19/2023  
10/19/2023-PBIS System of rewards are based on Class Dojo points. Students will earn incentives based on the number of points they earn.

**Experience**

10/19/2023  
10/19/2023-PBIS System of rewards are based on Class Dojo points. Students will earn incentives based on the number of points they earn.

**Sustainability**

10/19/2023  
10/19/2023-continue to reward students based on Class Dojo points and reinforce positive behavior.

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>		Currently PLCs meet weekly to review standards, analyze data, and plan instruction with Instructional Coach, Acceleration Coach, and Admin.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Instructional Teams will develop standards-aligned units of instruction for subjects and grade levels. These standards-aligned units will include standards-based objectives and criteria for mastery, pre-post tests to assess student mastery, learning activities aligned to objectives and corresponding materials that are well-organized and easily accessible by teachers. These units will follow the districts pacing guides. Evidence of full implementation includes samples of weekly lesson plans, Examples of feedback, and increased academic achievement across all grade levels.		Jennifer Phillips	06/03/2024
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/20/23	iRounds-observe lesson delivery, and Coaching Cycle observations (use Milestone #2) Sept 25-Nov 2. Instructional Leadership will discuss results from iRound walkthroughs/Coaching Cycle work on Nov 3 and share findings at SIT meeting on Nov 6			Instructional Leadership	11/06/2023
<i>Notes:</i> iRound Walkthroughs begin 9/24.					
10/12/23	Instructional Leadership meets twice monthly to analyze iRound/Learning Walk Data/Feedback. Coaching Cycles are initiated from this data			Jennifer Phillips	12/31/2023
<i>Notes:</i> 10/9: 1:1 Coaching Cycle conferences held with teachers and IC/MCL. 10/6: Instructional Leadership Team met to analyze iRound/Learning Walk Feedback and assign Coaching Cycles					
10/14/22	PLC Agenda item will include review of Pacing Guides, Unpacking Support Docs, Cluster Guides, Unit Plans, and assessments.			Jennifer Phillips	06/03/2024
<i>Notes:</i>					
9/19/23	Learning Walkthrough evidence highlights Milestone #2. Our plan will provide Professional Development around standards-aligned instruction (specifically unpacking standards). This PD will be delivered September-October.			Jennifer Phillips	06/03/2024

Notes: 9/18/23-evidence from Learning Walk is related to Milestone #2. PD Slide Deck shared with Instructional Leadership Team from C & I. PD Choice sessions will be offered 9/25, 10/16, and 10/30 to staff.

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 teachers deliver whole-group instruction aligned to grade level standards and small group instruction aligned to student need.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Teacher lesson plans contain evidence based instruction to all students in Tier I instruction. Teachers regularly participate in PLCs that facilitate their understanding of data analysis, MTSS, and intervention strategies. A school-wide Acceleration Plan is used to identify students in need of support. Teachers work collaboratively to design appropriate interventions for students. Tier 2 and Tier 3 implementation plans are monitored with fidelity. Evidence for this indicator includes differentiated lesson plans, student data regarding movement in and out of Tiers, and targeted subgroup proficiency scores will increase by 20%.		Stephanie Powell	05/24/2024
<b>Actions</b>			<b>4 of 5 (80%)</b>		
	10/14/22	Analysis of subgroup data	Complete 10/31/2022	Instructional Leadership	10/31/2022
		<i>Notes:</i> *10/17/22-3rd, 4th, 5th Grade Teachers and Instructional Leadership analyzed subgroup data through the lens of Subgroup Success Guiding Questions document. *10/10/22-School Improvement Work session focused on review of subgroup data by the whole staff.			
	10/14/22	Lessons will be developed based on specific data (mClass, MasteryConnect, SuccessMaker, K-2 Math Assessments) to target intensifying support to subgroups of students.	Complete 01/06/2023	Jennifer Phillips	12/31/2022
		<i>Notes:</i> PLCs Week of Dec 5: Data Dive and mClass Progress Monitoring 11/7: <a href="https://docs.google.com/presentation/d/1ptCJVYBzWqNembTs8Jg_eNyLu9gP0wXg0bPygnlxGMY/edit?usp=sharing">https://docs.google.com/presentation/d/1ptCJVYBzWqNembTs8Jg_eNyLu9gP0wXg0bPygnlxGMY/edit?usp=sharing</a>			

10/24/22	Students in our targeted subgroups (Black, SWD) will receive targeted intervention during small group instruction, Acceleration groups, and NCED tutoring. These interventions will address gaps in learning that are preventing students from achieving proficiency on grade level standards.	Complete 06/01/2023	Instructional Leadership Team	06/01/2023
<i>Notes:</i>				
6/8/23	While our overall composite increased by more than 20%, more intense data analysis must occur to identify targeted needs for the 23-24 SY	Complete 10/12/2023	Instructional Leadership	09/29/2023
<i>Notes:</i> 9/20/23: District Data Meeting held to review strengths and weaknesses. 9/6/23: Instructional Leadership Team met with Data and Accountability Consultant for IRR review 8/23: Instructional Leadership will analyze all data and identify areas of need for the 23-24 SY				
10/12/23	Students are identified as needing targeted support and intervention through standardized assessments, classroom performance, EVAAS predictive scores, and small group skill based performance. Progress monitoring data will be collected.		PLCs	06/01/2024
<i>Notes:</i> 10/30: Small group iRounds will begin to analyze effectiveness of tiered instruction. Student work products 10/13: Feedback will be provided on small group lesson plans by Instructional Leadership Team weekly to classroom teachers. Small group lesson plans will be due weekly on Thursdays for ELA. 10/12: Small group lesson plans due to Google Folder for ELA. 10/9-10/13: EVAAS projections discussed at PLCs and "movers"/bubble students identified. After Benchmark assessment on 10/18-10/20, Acceleration Groups will be formed.				

	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
<i>Initial Assessment:</i>			Currently, we utilize PBIS school wide. This initiative is supported through CCS. At Montclair we use PBIS Class Dojo Points, and reinforce our PBIS PRIDE statement daily during the announcements, modeling, and clear expectations.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>			All teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions. Behaviors such as responsibility, problem solving, managing emotions, respecting others, communicating effectively, and building positive relationships must be taught and not assumed that students come to class with these skills already present. Our SEL block will be taught by our school counselor and our social worker. ABE lessons and Second Step lessons will be utilized to support the SEL lessons. When fully implemented all students will demonstrate behaviors that positively impact social and emotional development, academic learning and physical and mental wellbeing. PowerSchool data will reflect a decrease in OSS days, Actions/Incidents, and number of students committing infractions of the Code of Conduct by 20%.		Darius Gillespie	05/24/2024
<b>Actions</b>				<b>3 of 5 (60%)</b>		
10/24/22			SEL lessons taught weekly by counselor and social worker.	Complete 10/31/2022	Melody Fulmore	10/31/2022
			<i>Notes:</i> SEL lesson consistently taught school wide by our counselor and social worker. This practice was routine by the last revision of the master schedule.			
10/24/22			PowerSchool Data Review and Analysis	Complete 01/31/2023	Darius Gillespie	01/31/2023
			<i>Notes:</i> Jan 10-review of Discipline reports for Dec in PowerSchool and Google Sheet Nov 18-Unified Talent support training Oct 6-Data Analysis review during School Improvement work sessions with all staff			
10/12/22			Across all tiers, specific instructional/intervention plans are developed and implemented based on varied reasons why students are not meeting attendance, behavior, social-emotional, and academic expectations.	Complete 06/01/2023	Darius Gillespie	06/01/2023

*Notes:* PEPs, ABE documentation, ABC data and documentation were collected to support varied reasons why students were not meeting expectations.

6/8/23 While the number of incidents in PowerSchool increased by 2 (21-22: 38/22-23: 40) more data analysis will lend itself to analyze areas and subgroups that continue to need support academically, social-emotionally and behaviorally.

MTSS Team

05/24/2024

*Notes:* 10/16: Whole staff School Improvement Work session on data tracking of Calm Corners.  
 10/12: MTSS PLC will create a tracking form for use of Calming Corners. Teachers will use this in combination with the ABC documentation form to analyze # of incidents vs use of Calming Corner.  
 10/9: Culture/Climate (leadership presentation) shared with Certified staff members.  
 All classrooms/learning spaces have Calming Corners.  
 MTSS PLCs met weekly to discuss student needs.

10/12/23 Additional support from Student Support Services-Restorative Practices PD for increase of unique/alarming needs of students and families.

Instructional Leadership Team

05/24/2024

*Notes:* 10/19: Admin attend Restorative Practices web-ex for Elem Schools.

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently the district has the Kindergarten Showcase, which allows for families to experience time on the school campus to register and get information. During Kindergarten staggered entry, specific transition activities are provided to Kindergarten students and families in a smaller group setting. Rising middle school students experience an orientation scheduled at the the receiving middle school for the purpose of registering and touring the campus.	Limited Development 10/14/2022		
<b>How it will look when fully met:</b>		The school will develop and implement consistent, intentional, and ongoing plans to support student transitions for grade-to- grade and level-to-level. Data will be used to evaluate transisions from grade-to-grade within Montclair Elementary School, specifically from K-2 to 3-5.		Alison Marrs	06/02/2025
<b>Actions</b>			<b>0 of 1 (0%)</b>		
10/24/22		Emphasis will be placed on transition from 2nd to 3rd grade. Vertical PLCs will include: data analysis, assessment appearance, and grade level expectations.		Alison Marrs	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
<i>Initial Assessment:</i>		Currently, Collaborative Planning PLCs take place weekly across grade levels. Classroom teachers, instructional coaches and administrators meet to discuss standards, assessments, instructional ideas/lessons, and student needs.	Limited Development 10/12/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When PLCs are at peak performance, evidence will be demonstrated through increased attendance data (student/staff), increased student achievement data, and increased collaboration across grade levels. Our school composite will increase to 55% by May 2023. Our SWD, Black, and Hispanic Subgroup data will increase by 20% in May 2023.	<b>Objective Met 10/19/23</b>	<b>Stephanie Powell</b>	<b>09/29/2023</b>
<b>Actions</b>					
10/12/22	PLCs meet weekly for instructional analysis, assessment data talks, and student acceleration support.		Complete 11/07/2022	Stephanie Powell	11/07/2022
<i>Notes:</i> PLC Agendas are created weekly to support instructional analysis, data talks, and student acceleration.					
10/24/22	Data Analysis of targeted subgroup data: Black, SWD, Hispanic in areas of attendance, mClass Progress Monitoring, mClass (BOY, MOY, and EOY), MasteryConnect Benchmarks, SuccessMaker and ABE.		Complete 12/30/2022	Stephanie Powell	12/31/2022
<i>Notes:</i> Dec 5 PLCs (K-5)-Data Dive Nov 18-CCS training for Instructional Leadership and Student Support Services staff (Unified Talent) Oct 22-Data Wall revised to reflect mClass and MasteryConnect data					
1/6/23	Continued Data Analysis of targeted subgroup data: Black, SWD, Hispanic in areas of attendance, mClass Progress Monitoring, mClass (BOY, MOY, and EOY), MasteryConnect Benchmarks, SuccessMaker and ABE.		Complete 02/06/2023	Stephanie Powell	02/06/2023

*Notes:* Data Analysis continued throughout MOY to monitor progress of students.

6/8/23 Continued Data Analysis of targeted subgroup data: Black, SWD, Hispanic in areas of attendance, mClass Progress Monitoring, mClass (BOY, MOY, and EOY), MasteryConnect Benchmarks, SuccessMaker and ABE to create targets for the 23-24 SY.

Complete 10/12/2023

Instructional Leadership

06/01/2024

*Notes:* MTSS and PLCs will meet weekly to analyze subgroup data. Goal Setting has been completed.  
08/23: Instructional Leadership will analyze current data to create targets for the 23-24 SY

**Implementation:**

10/19/2023

**Evidence**

10/19/2023  
10/19/2023-agendas and minutes reflect that the work continues to provide positive impact

**Experience**

10/19/2023  
10/19/2023-agendas and minutes can be provided

**Sustainability**

10/19/2023  
10/19/2023-continue work with Instructional Leadership

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
<i>Initial Assessment:</i>		Currently the school incorporates team structures for instructional planning across grade levels and content areas.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The school will establish a team structure among teachers with specific duties and time for instructional planning. Team structures will be incorporated into the school improvement plan. Written statements of purpose will be developed for each team's operation. Teams will have work plans for the year and specific work products to produce. Teams will receive timely access to information, including student progress data and summaries of classroom observations and information.		Stephanie Powell	06/02/2025
<i>Actions</i>			<b>0 of 1 (0%)</b>		
10/24/22		Written statements of purpose will be developed for each SIT Committee (Premier Professionals, Successful Students, Exceptional Environment, and Committed Community). SIT Committees will have work plans for the year and specific work products to produce. Teams will receive timely access to information, including student progress data and summaries of classroom observations and information.		SIT Members	06/01/2025
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Principal monitors curriculum and classroom instruction regularly.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Teachers are driven by having information about lesson delivery. In order to increase student achievement and move the school's overall composite score to 55%, teachers need supportive and specific feedback that helps them see where current performance falls short and what/how to improve. Classroom walkthrough data and student outcome data will be used to evaluate effectiveness.		Stephanie Powell	05/24/2024
<b>Actions</b>			<b>3 of 4 (75%)</b>		
10/14/22	iRound Schedule		Complete 11/01/2022	Jennifer Phillips	10/31/2022
<i>Notes:</i> Schedule will be created with a focus on HYIS-Higher Order Questioning (Quadrant 4 Teaching and Learning)					
10/14/22	Evaluation of student outcome data		Complete 12/01/2022	Jennifer Phillips	11/30/2022
<i>Notes:</i> 12/9: iRound Learning Walks-Focus on the TEACHING not the TEACHER. Data/PLC Reflection-What are the teachers doing with the data? During PLC, do iRound visit-debrief with teachers. Support Tiered teachers through coaching conversations.					
10/24/22	Specific and prescriptive feedback used to support instruction.		Complete 06/01/2023	Jennifer Phillips	06/01/2023
<i>Notes:</i> Coaching Tracker used to support classroom teachers. Specific and prescriptive feedback conversations held in Instructional Leadership, PLCs, and 1:1 conferences.					
6/8/23	Coaching Tracker use by all members of Instructional Leadership Team will lend itself to increased feedback to all teachers. Overall outcome: increased student achievement.			Instructional Leadership Team	05/24/2024
<i>Notes:</i> 8/23: Instructional Leadership will create Montclair Coaching Tracker where all members document feedback, conversations, conferences, etc. with teachers.					

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 looks at school performance data and uses that data to make decisions about school improvement. Analysis of the data is surface level and must go deeper to support increased student achievement.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The Instructional Leadership Team will regularly look at student performance data disaggregated by subgroups to make decisions about school improvement and professional development needs. PLCs will regularly look at student performance data disaggregated by subgroups to make decisions about school improvement. Professional development must be directly tied to classroom observations and analysis of student learning data. Through the efforts of this work targeted subgroup proficiency will increase by 20% at the end of the year and our school composite will increase to 60% at the end of 2024.		Stephanie Powell	05/31/2024
<b>Actions</b>			<b>1 of 4 (25%)</b>		
10/14/22	LETRS Professional Development		Complete 05/31/2023	Jennifer Phillips	05/31/2023
<i>Notes:</i> LETRS Units 1-4 were completed by Montclair staff.					
10/14/22	iRound Walkthrough Data Analysis			Instructional Leadership Team	01/31/2024
<i>Notes:</i> 08/23: iRound schedule will be developed by Tiers of Teachers.					
10/14/22	Coaching Cycles will be conducted by the Instructional Coach/MCL based on professional development needs and feedback from iRound/Observation Data.			J. Phillips and S. Cauthen	05/24/2024
<i>Notes:</i> 09/23: Analysis of iRound data will lend itself to the beginning of coaching cycles completed by IC and MCL.					
10/14/22	Data Cycle Meetings-Targeted subgroup (Black, SWD) will be analyzed to support Acceleration efforts and small group instruction.			Instructional Leadership Team	05/24/2024

Notes: 09/23: BOY data will be analyzed to support small group Acceleration scheduling.  
 \*\*EVAAS Prediction Reports will be analyzed to support small group Acceleration scheduling.  
 10/23: MasteryConnect 3-5 Benchmarks will be analyzed to support small group Acceleration scheduling.

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
<b>Initial Assessment:</b>		Based on the TWC survey results we have a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff that is effective with 91.67% of all staff stating "overall, my school is a good place to work and learn."	Limited Development 10/14/2022		
		Priority Score: 1                      Opportunity Score: 2	Index Score: 2		
<b>How it will look when fully met:</b>		Based on the TWC survey results we have a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff that is effective with 91.67% increasing to 95% of all staff stating "overall, my school is a good place to work and learn."	<b>Objective Met 10/19/23</b>	<b>Stephanie Powell</b>	<b>06/03/2023</b>
<b>Actions</b>					
	10/24/22	Create survey for staff to complete at MOY and EOY (TWC survey style questions)	Complete 01/31/2023	Stephanie Powell	01/31/2023
<i>Notes:</i> Survey created, administered, and data shared with SIT.					
	10/24/22	Complete survey at MOY and EOY	Complete 06/01/2023	Stephanie Powell	06/01/2023

Notes: MOY survey data shared with SIT.  
EOY survey data will be shared with August SIT meeting.

<b>Implementation:</b>		10/19/2023		
<b>Evidence</b>	10/19/2023 10/19/2023-continued feedback from stakeholders regarding effectiveness of School Improvement will continue.			
<b>Experience</b>	10/19/2023 10/19/2023-minutes can be provided			
<b>Sustainability</b>	10/19/2023 10/19/2023-Surveys will continue to take place regularly to elicit feedback for continuous improvement.			

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>			<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.		Kim Robertson	03/29/2024
<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
<i>Initial Assessment:</i>		Parents have a low level of knowledge of curriculum and rarely visit the school.	Limited Development 10/12/2022		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Parent Facilitator will work closely with parents, teachers, and administrators to bridge the gap between home and school.	<b>Objective Met 10/12/23</b>	<b>Timberly Everette</b>	<b>08/31/2023</b>
<b>Actions</b>					
	10/24/22	Survey sent to parents to gather information on needed Parent Workshops.	Complete 12/01/2022	Timberly Everette	12/01/2022
		<i>Notes:</i> Survey sent in October to all families via ClassDojo, Mustang Facebook, and school website with only 9 responses			
	10/24/22	Monthly Family Engagement Activities will be provided by the school.	Complete 02/28/2023	Timberly Everette	02/28/2023
		<i>Notes:</i> May: Awards Days, Superior Bakery Spirit Day, Field Day, Color Run April: Kindergarten Showcase Parent Night March: Papa Murphy's Night, Book Fair, K-5 Assessment Night February: Skate Night December: Texas Roadhouse Spirit Night, Winter Program November: Parent Teacher Conferences, Mental Health Parent Workshop, Papa Murphy Spirit Night October: Panda Express School Night September: Papa Murphy Spirit Night, Title I/Curriculum/Grandparent Celebration Night			
	10/12/22	Parent Facilitator, along with the Committed Community SIT Committee will develop Family Engagement activities for the 22-23 SY, and assess the effectiveness of those actions.	Complete 10/12/2023	Timberly Everette	09/29/2023
		<i>Notes:</i> 9/11/23: Committed Community Committee formed for 23-24 SY 06/23: Monthly activities were planned. Assessment will take place with August 23 SIT meeting and Committed Community, Parent Facilitator, and CCS Family Ambassador will develop activities for the 23-24 SY.			

<b>Implementation:</b>		10/12/2023		
<b>Evidence</b>	10/12/2023 10/12/2023-Committee minutes, agendas, flyers, and sign in sheets can be provided.			
<b>Experience</b>	10/12/2023 10/12/2023-Planned Family Engagement Activities take place quarterly. Sign in sheets, flyers, agendas, presentations can be provided.			
<b>Sustainability</b>	10/12/2023 10/12/2023-continued feedback from families regarding effectiveness of Family Engagement Activities will be sought out. Families have been invited and encouraged to complete the Cognia Surveys through Oct. 20.			