

Comprehensive Progress Report

Mission: Our school and community will promote lifelong learners through accountability, mutual respect, and good character which will create a positive, safe, nurturing, and highly effective learning environment.

Vision: We're Better Together; Finish Strong!

Goals:
Sunnyside will increase 3-5 proficiency in reading, math, and science, based on final EOG scores by achieving 55% overall proficiency. (A 2.04) (B 3.03)
Our school will implement a structured PBIS system of SEL and behavior management techniques reducing the number of recordable offenses allowing students to self-regulate and become responsible for their decision-making. The 2022-2023 discipline data showed 354 office referrals. During the 2023-2024 school year, this number will decrease by 25% to no more than 265 office referrals. (A 1.07) (A 4.06)



! = 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>		<p>SSES currently has a limited implementation of a PBIS program. A PBIS coach has been named who has previously attended PBIS training provided by CCS. Class dojo was used previous to the 22-23 school year, but the implementation of rewards based on dojo points was inconsistent. During the 22-23 school year, implementation of Dojo was improved with the addition of a scheduled weekly visit of the dojo cart to each classroom facilitated by the school counselor. No behavior data tracking system was used prior to the 22-23 school year. ABE was introduced during the 22-23 school year. Teachers were trained and used the program with fidelity.</p> <p>The use of clear policies and procedures in classrooms taught in a positive manner was inconsistent among grade levels and teachers.</p>	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by a decrease in behavior incidents that interrupt learning time. Following the first quarter, the SIT will review ABE data to determine a baseline and determine a specific goal for a decrease in classroom actions and office referrals.		Brandan Barabino	06/15/2024
<i>Actions</i>			6 of 8 (75%)		
	9/13/22	All teachers will consistently use Class Dojo to encourage positive behavior through the use of giving positive dojo points.	Complete 06/05/2023	Michelle McPhail	06/15/2023

Notes: The Exceptional Environments correlate team should review dojo reports at their monthly meetings to ensure all teachers are using this program and giving points consistently. A member of this correlate will report to the SIT monthly. Any teachers not using the program consistently will be addressed and coached by the PBIS coach and/or admin.

11/28/22 The SIT team determined at the October meeting that points were not being given in a fair, uniform manner across grade levels. This was discussed at grade level meetings and has greatly improved since that time.

2/28/23 Class dojo and positive points are used school wide on a consistent basis.

9/13/22 The PBIS cart will visit each classroom weekly on Fridays to reward students for positive behavior.

Complete 06/05/2023

Brandan Barabino

06/15/2023

Notes: The PBIS cart will establish consistent, weekly classrooms visits to reward students for positive behavior in a timely manner by the end of the first quarter. This will be established by October 14, 2022 but will continue to the end of the school year.

2/28/23 - The class dojo cart is now visiting classrooms every other week during the guidance lesson to not interrupt instruction. This is happening on a consistent basis.

9/13/22 Teachers will use ABE to record behavior data on a consistent basis.

Complete 06/05/2023

Katelyn Lovette

06/15/2023

Notes: Mrs. Lovette will provide staff training on the use of ABE. Teachers will then consistently use this program to record classroom actions and office referrals. The Exceptional Environment correlate will review this data monthly to look for trends regarding location, time, etc. of incidents. This information will be reported monthly to the SIT for further plans to be made to improve behavior.

2/28/23 The school-wide use of ABE is occurring. Last year, ABE was not used at all. At this point in the school year, 183 office referrals and 58 classrooms actions have been documented in ABE.

9/13/22 An Exceptional Environment correlate will be created to plan and monitor the implementation of a quality PBIS program.

Complete 06/05/2023

Anita McLaughlin

06/15/2023

Notes: 2/28/23 - A correlate was created at the beginning of the school year. This correlate meets on a monthly basis, reviews discipline data, and plans accordingly (i.e. March Madness behavior plan).

9/21/22	The PBIS coach will host a school-wide professional development explaining the PBIS process and procedures. The PBIS coach and assistant will also ensure that all teachers are in Class Dojo and understand how to reward Dojo points for positive behavior incentives.	Complete 08/21/2023	Vicki Cashwell	08/21/2023
<i>Notes:</i>				
7/25/23	A team of experienced teachers, selected by the ILT, will conduct a classroom management professional development session on effective classroom management strategies for all teachers.	Complete 08/22/2023	Marcus Stewart	08/22/2023
<i>Notes:</i>				
8/31/23	When ABE was first implemented in October of the 22-23 school year, we had 47 office referrals. We will reduce this number by 25% in the month of October in the 23-24 school year (no more than 35 office referrals). This will be accomplished by using the new SSES behavior flow chart to include least invasive strategies to curb minor behaviors, implementation clear policies and procedures, and a school-wide focus on positive behaviors with 100% compliance for the first 60 days of school.		Katelyn Lovette	10/31/2023
<i>Notes:</i> As of the October SIT meeting held on 10/18/23, there have been 17 office referral in the month of October 2023. This puts us on track to meet this goal. It was also noted that the number of office referrals has decreased since the month of September in which there were 35 office referrals. We plan to continue to decrease office referral rates by setting a goal for November based on data from last year. In November of 22, Sunnyside had 34 office referrals. We plan to set a goal next month to decrease this by 25% resulting in no more than 25 office referrals.				
7/25/23	The ILT will Implement a system of regular classroom observations by school administrators and instructional leaders targeted towards observing classroom management and the implementation of policies and procedures using a rubric and the iRound tool (Focus Area 3). These observations will be followed by providing constructive feedback and coaching to teachers based on the observations to enhance their skills. The tools will be used to ensure implementation of school-wide procedures and policies by at least 85% of staff.		Marcus Stewart	10/31/2024

Notes: 10/18/23 - The ILT has used iRounds to complete classroom walkthroughs. iRound data along with ABE data has allowed the ILT to designate classrooms in which there is a need for more support regarding policies and procedures. Constructive feedback has been provided to these teachers. Additionally, these teachers have been provided coverage to go observe master teachers both in our school building and other school buildings with a focus on policies and procedures. At this time, coaching cycles continue to be provided by the instructional coaches.

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>		<p>Grade levels meet once a week after school for an hour and a half to discuss standards and to help with content planning to ensure each grade level is teaching according to the CCS pacing guide.</p> <p>Each grade level also meets once a week during double resource time with the instructional coach in order to unpack standards and assist with lesson planning.</p> <p>The county adopted Envisions curriculum continues to be used for math in grades K-5. The county recently adopted the Wonders Curriculum for ELA to be used for all K-5 teachers.</p>	Limited Development 09/13/2022		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Lesson plans in the shared Google drive will clearly note the focus standards from the NCSCOS. All included materials and activities will align to the focus standard. Lesson plans will be in line with Cumberland County Schools pacing guide using district approved materials. Teacher instruction will reflect the lesson plans as written on a daily basis.</p> <p>Lesson plans will be included in large unit plans as defined by the county pacing guide. Each unit plan will begin with a pre-assessment. Interim assessment will be included when appropriate. Each unit will end with a post-assessment. All assessments will be aligned to the focus standard(s).</p>		Victoria Vann	05/26/2024
<i>Actions</i>			4 of 6 (67%)		
	10/10/22	Disaggregated data regarding African American students and students with disabilities will be reviewed in PLC meetings following each Mastery Connect assessment to allow for planning of targeted small group instruction.	Complete 06/05/2023	Victoria Vann	06/10/2023

Notes: 2/28/23 Disaggregated data was reviewed following the second Mastery Connect benchmark. This was done during half day data discussions.

11/10/22 Benchmark data was disaggregated by focus subgroup to include African American students and student with disabilities. This data was reviewed for the math benchmark during the week of 11/7 and will be reviewed for the ELA and Science (5th only) benchmark during the week of 11/14. This data review was then used to create targeted, standards-based small group lessons.

1/31/23 Upcoming data days to review Benchmark 2 data and create standards aligned small group lesson plans to target areas of need.

9/13/22 Grade levels will meet once per week for 80 minutes with the instructional coach for PLCs.

Complete 02/28/2023

Victoria Vann

06/15/2023

Notes: 2/28/23 - This weekly planning time is occurring on a consistent basis. It is built into the master schedule and has become a part of the culture of SSES. Ms. Vann is working to make these meetings highly meaningful and aligned to our SIP.

11/10/22 K-2 will begin using the new agenda week of 11/14; 3-5 will do ELA benchmark data dives with Lovette week of 11/14; 3-5 will begin using the new agenda week of 11/28 ;Data days tentatively planned for the week of 12/5. This new agenda focuses on data retrieved from recent assessments and unpacking focus standards.

This time will be used to review data and create lesson plans.

9/13/22 Grade levels will meet after school for shared planning once per week from 2:45 to 4:30.

Complete 02/28/2023

Victoria Vann

06/15/2023

Notes: 2/28/23 - As of January, this planning was occurring on a consistent basis. Additionally, a change in PLC procedures allowed for much of this planning to occur during the school day. Benchmark data showed that students would benefit from tutoring, therefore this time was rededicated to become after school tutoring time.

11/10/22 This is consistently occurring. The ILT is supporting this after school planning time with the following assignments: Lovette supports kinder (Tuesday) and 5th (Wednesday). McLaughlin supports 2nd (Tuesday) and 4th (Wednesday). Morales supports 1st (Tuesday) and 3rd (Wednesday).

This time will be used to create standards aligned lessons using the county adopted curriculum materials and pacing guides. ILT members will attend these planning sessions as often as possible.

9/13/22 All teachers will use the county provided curriculum materials (Wonders, Envisions) and will follow the county pacing guide when planning lessons.

Complete 06/05/2023

Victoria Vann

06/15/2023

Notes: 2/28/23 This is occurring on a very regular basis as is observed in iRounds and formal observations.

11/10/22 This is happening consistently. The ILT will begin focusing on how these materials are used and the level of rigor rather than mere use.

10/19/23 Collaborative Unit Planning Meetings:

Hold bi-monthly (every two months) collaborative unit planning meetings for instructional teams, with the first meeting scheduled for September.
Ensure 100% attendance of relevant team members in these meetings. By the end of each meeting, produce a written standards-aligned unit of instruction for the subject and grade level under consideration.
Review and align developed units with curriculum standards, ensuring 95% alignment.

Wilma Hillman-Ford

12/20/2023

Notes: 10-18-23 Our school has planned with the district C&I team around timely collaborative unit planning sessions for our coaches and teachers.

10/19/23	<p>Alignment to Assessment and Data Analysis:</p> <p>Administer formative assessments in the first two weeks of each unit and collect data on student performance.</p> <p>Analyze formative assessment data within two weeks after administration to identify areas where students are meeting or not meeting standards.</p> <p>Implement targeted interventions for students not meeting standards within three weeks, aiming to achieve a 20% increase in their proficiency by the end of the unit.</p> <p>Conduct summative assessments at the end of each unit and analyze the results within two weeks.</p> <p>Use summative assessment data to revise and improve the units within four weeks after the unit's completion, with a target of achieving a 10% increase in overall student proficiency over the course of the school year.</p>		Wilma Hillman-Ford	05/01/2024
<p><i>Notes:</i> 10-18-23 Our school is planning to utilize the unit assessment calendar provided by the district C&I team.</p>				
Implementation:		06/05/2023		
Evidence	6/5/2023 Lesson plans located in the school share drive are evidence of meeting this goal as all have NCSCOS standards listed and use county approved materials.			
Experience	6/5/2023 We worked from a place of teachers using materials that were not county approved or standard aligned to holding a school-wide expectation that all materials used must meet both of these criteria.			
Sustainability	6/5/2023 Continued reminders of lesson plan and material expectations will be needed as we move into a new school year with a special focus on staff who are new to the school.			

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>		The staff has been introduced to the MTSS model. Basic implementation has begun to include basic knowledge of vocabulary and structure. The school counselor held an MTSS professional development with all staff during the first week of workdays of the 22-23 school year.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Teachers will consistently follow the MTSS model of three tiered instruction in all subject areas. This will be evidenced in whole group, small group, and intervention lesson plans and observations of this style of instruction. This will also be evident upon students working their way through the Tiers of the MTSS process and those in need being referred to the Student Services Team.		Brandan Barabino	05/24/2024
<i>Actions</i>			3 of 4 (75%)		
	9/20/22	An MTSS team will be created - Successful Students Correlate.	Complete 09/10/2022	Anita McLaughlin	10/14/2022
<i>Notes:</i>					
	9/20/22	A data wall to include up to date reading and math data will be created in the IC's office to provide a visual and basis of discussing student's movement through the tiers at weekly PLC meetings.	Complete 02/28/2023	Victoria Vann	06/15/2023
<i>Notes:</i>		The data wall has been created and posted. Additionally, a move party was held after the most recent benchmark assessments to move cards up on the data wall as appropriate. 4-4-23- Reviewed Q3 Benchmark data to move students based on current mastery connect data.			
	7/27/23	Teachers will complete a tier 3 google form to the MTSS/Successful Student team for review and feedback.	Complete 10/19/2023	Brandan Barabino	09/24/2023
<i>Notes:</i>		10-18-23 A tracking document was formed by the ILT to track data. The Successful Student correlate will begin reviewing this document at their November meeting to discuss interventions for Tier 3 students. Additionally, this document is reviewed at each PLC and ILT meeting to determine trends and needs.			

	9/20/22	Teachers will meet with the Instructional Coaches biweekly to discuss current student data to track students through tiers in reading, math and 5th grade science.		Wilma Hillman-Ford	06/23/2024	
		<p><i>Notes:</i> 10-18-23 Teachers meet with coaches weekly for PLC according to the following schedule: Kindergarten - Monday 8:55 - 10:15 First Grade - Monday 12:00 - 1:20 Second Grade - Wednesday 8:15 - 9:35 Third Grade - Wednesday 12:40 - 2:00 Fourth Grade - Tuesday 9:35 - 10:55 Fifth Grade - Thursday 1:20 - 2:40 Agendas for these meetings include data review of most recent assessments on a weekly basis.</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
		<i>Initial Assessment:</i>	Teachers are generally aware of students' emotions but do not regularly explicitly teach emotional regulation or provide supports and interventions with consistency.	Limited Development 09/20/2022		
		<i>How it will look when fully met:</i>	<p>Full implementation of this goal will be evidenced by a decrease in behavior referrals that result in loss of instructional time as well as an observed increase in student use of self-regulation activities (selecting the calm down corner, etc.). Utilizing the calm down corner system of use, staff will utilize ABE modules to offer interventions as well as documentation.</p> <p>We will also see an increase in students receiving incentives regularly with the PBIS cart and documentation within Class Dojo and ABE.</p>		Brandan Barabino	05/24/2025
		Actions		0 of 3 (0%)		
	9/20/22	All teachers will create a calm down corner in his/her classroom.			Brandan Barabino	05/26/2024
		<p><i>Notes:</i> 10-18-23 All teachers have been provided with materials to create a calm down corner. Most classrooms have physically established a calm down corner. Our next step will be to ensure that all teachers are taught the appropriate use of the calm down corner.</p>				
	9/20/22	Teachers will explicitly teach the appropriate use of the calm down corner.			Brandan Barabino	06/10/2024

Notes: 10-18-23 Teachers have been utilizing school wide SEL morning meeting slides to teach the zones of regulation and self calming strategies. Upcoming slides will incorporate explicit instruction of the calm down corner.

9/20/22 Teachers will utilize ABE intervention modules for students who require additional support as evidenced by ABE data.

Katelyn Lovette

06/15/2024

Notes: 10-18-23 As of today's date, four abe interventions have been assigned and completed.

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:

Teachers fill out forms at the end of the year regarding student demographics and academic ability to be used when creating classes for the next grade level. Data folders are used and moved to the next grade level for continuation of current interventions across academic years as necessary.

Limited Development
09/20/2022

How it will look when fully met:

Full implementation of this goal will be evidenced by collaboration amongst grade levels to provide support as students transition from one grade to the next.

Katelyn Lovette

06/15/2025

Actions

0 of 1 (0%)

9/20/22 Data folders will be utilized for all Tier 2 and Tier 3 students.

Brandan Barabino

03/10/2025

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>		Meets of admin and the ILT have been inconsistent in previous years. Meetings were held, but not documented. However, under new administration meetings are held weekly with agendas and minutes.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by recorded meetings in Indistar on a regular basis at least twice per month. Administration along with the Instructional Leadership Team will meet and discuss their findings on a regular basis and provide regular feedback as needed		Marcus Stewart	05/24/2025
Actions			1 of 2 (50%)		
	9/20/22	SIT will meet monthly to ensure the work of our correlate teams, leadership teams, and PLC's are continually progress monitoring.	Complete 06/01/2023	Wilma Hillman-Ford	10/14/2023
		<i>Notes:</i> 2/28/23 - The SIT team meets on a monthly basis to review SIT concerns, correlate updates, budget requests, etc.			
	9/20/22	The ILT team will meet weekly each Friday with agenda items based on support for our teachers and students. Meetings will include but not be limited to, classroom walkthrough data, observational data, MTSS reviews, attendance reviews using county data resources.		Marcus Stewart	06/15/2024
		<i>Notes:</i> 10-18-23 - The ILT continues to meet every Friday to review the student tracking sheet, iRound data, etc. The student support team is invited to attend the 4th Friday of each month to provide information on students with behavior supports in place and attendance issues. 2/28/23 - The ILT meets each Friday to discuss iRound data, tier 3 students, etc. This has become a regular occurrence and part of the SSES culture.			

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>		Teachers previously met twice per week with the IC for 40 minute sessions to plan and review data. Currently, teachers meet once a week with the Instructional Coach for 80 minutes during double resource time. They also meet with their grade levels once a week after school for 90 minutes.	Limited Development 09/20/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by clear, consistent planning times for grade levels as well as correlate teams with an agenda and recorded minutes. Teachers will also have meeting minutes from their PLC time with the instructional coach as well as minutes from their grade level meetings which must be submitted via google drive.	Objective Met 10/20/23	Marcus Stewart	05/24/2025
Actions					
9/20/22	All grade level and correlate team meetings will create an agenda prior to scheduled meetings and submit minutes following scheduled meetings to the appropriate folder in the school google drive.	Complete 10/16/2023	Katelyn Lovette	05/26/2024	
<i>Notes:</i> 2/28/23 - This is a regular practice at this time. Minutes can be found in the SSES shared drive.					
9/20/22	Correlate teams will meet monthly to discuss progress toward assigned SIT goals and create plans for future improvements.	Complete 10/16/2023	Marcus Stewart	05/26/2025	
<i>Notes:</i> 2/28/23 Four correlate teams have been created this school year - Exceptional Environment, Successful Students, Committed Community, and the Green Team. These teams meets on a monthly basis. It was discussed at the February SIT meeting that a list of correlate responsibilities needs to be created at Summer SIT and provided to the correlates at the beginning of the next school year to provide for clear, timely communication.					
9/20/22	Correlate teams aligned with the school improvement plan and district strategic plan will be created.	Complete 10/18/2023	Katelyn Lovette	10/14/2025	

Notes: 10-18-23 Four correlate teams continued this year. This year all four align with the county strategic plan. All four correlates meet on the second Monday of each month. They provide notes in the Google shared drive after each meeting, and a team member shares at each SIT meeting.

2/28/23 - Four correlate teams were created, three of which align closed with the strategic plan - Successful Students, Committed Community, Exceptional Environment

Implementation:		10/20/2023		
Evidence	10/20/2023 Evidence is provided through the SIT minutes and agendas, the correlate team minutes and agendas, the ILT minutes and agendas, and other working groups within our school.			
Experience	10/20/2023 Our school has developed and utilizes on a consistent basis correlate team duties, time for planning, PLC, ILT, and other working groups within the school. This is embedded and pervasive throughout.			
Sustainability	10/20/2023 Minutes and agendas are submitted to the SIT monthly to monitor progress and support the work around team goals.			

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>		Reports from teachers and other staff regarding previous years state that observation and feedback regarding classroom instruction has been limited to formal observations and were minimal. Currently the instructional leadership team has been performing walk-throughs with immediate feedback to teachers.	Limited Development 09/14/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The principal will observe and provided feedback to teachers regarding classroom instruction on a consistent basis. This will be evidenced by completed iRound forms and post conferences after formal observations.	Objective Met 10/19/23	Marcus Stewart	05/26/2024
Actions					
	9/14/22	The administrative team will create a monthly observation schedule to ensure all grade levels are observed and feedback is provided on a regular basis.	Complete 10/18/2023	Marcus Stewart	12/21/2023

Notes: 10-18-23 The ILT shares a schedule regarding classroom iRounds and walkthroughs to ensure these are completed. The tiers of support as listed on the coaching tracker were considered when scheduling the visits to ensure teachers needing more support are visited most frequently.

2/28/23 This goal has been met with monthly iRound schedules well established and followed by the ILT.

1/31/23 3 Learning walks and iRounds connue. The second round of observaons have also started.

11/10/22 The iRounds schedule continues to split teachers into three groups. Each group is assigned a member of the ILT weekly for iRounds to be completed. The ILT is working diligently to complete these. iRounds are discussed at weekly ILT meetings. The iRound form has also recently been fixed so that the teacher receives the feedback immediately.

08-18-22- This schedule will ensure that either the principal or assistant principal observes and provides feedback to teachers in all grade levels on a regular, consistent basis.

9/14/22 The ILT team (principal, assistant principal, and instructional coach) will meet each Friday to discuss instructional observations from the week, review iRound observations, and create plans for instructional coaching as needed.

Complete 10/18/2023

Marcus Stewart

06/15/2024

Notes: 2/28/23 Weekly meetings continue on a consistent basis.

11/10/22 This is happening consistently. Additionally, the school counselor and school social worker have been invited to one meeting per month to discuss MTSS Tier 3 status students and consistent attendance issues.

9/14/22 The Instructional Leadership Team will provide feedback on submitted lesson plans regarding standard alignment, pacing, rigor, etc.

Complete 10/18/2023

Marcus Stewart

06/15/2024

Notes: 10-18-23 ICs check lesson plans weekly on Thursday morning and provide feedback in the form of notes on the document.

2/28/23 The afterschool planning time transitioned to after school tutoring time as of January. ILT attends weekly PLCs.

11/10/22 - Lesson plan submission and review is still a need to be focused on. The ILT is attending after school planning on a weekly basis as follows: Lovette supports kinder and fifth. McLaughlin supports second and fourth. Morales supports first and third.

Lesson plans are to be submitted to the shared drive weekly by Wednesday at 5 pm. The ILT will be an active part of the planning sessions in which these lesson plans are created as often as possible and will provide written feedback using the "comments" tool.

Implementation:		10/19/2023		
Evidence	6/5/2023 Observation data in NCEES, completed iRound forms, and weekly ILT agendas are evidence of the completion of this goal.			
Experience	6/5/2023 The ILT created weekly agendas and well as monthly agendas to address on Friday meetings. All necessary observations and post conferences were held. Additionally, we created a rotating iRound calendar so that each teacher received an iRound from a different member of the ILT each week.			
Sustainability	6/5/2023 A new observation schedule will need to be created for the 2023-2024 school year. Our area superintendent Kim Robertson has already provided guidance on the appropriate timeline. Additionally, a new iRound document to include our new coach will need to be created.			

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>		Data is reviewed at the school and classroom level at PLC meetings but has not been used for major SIP and professional development planning purposes.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		Specific data points will be included on the SIT agenda monthly for discussion and the creation of future plans. Additionally, administrators and the ILT will use data to create an annual professional development plan. Teachers will also have data dive days and unit assessment discussions during weekly PLC's with the Instructional Coach.		Wilma Hillman-Ford	05/24/2025
Actions			0 of 2 (0%)		
	9/20/22	Specific data sources (EOG, Mastery Connect, ABE, Amplify, etc.) that correlates with appropriate indicators will be included on the SIT agenda monthly.		Katelyn Lovette	06/10/2025
<i>Notes:</i> 2/28/23 - Mastery Connect data for Benchmark Two was a point of discussion at the February SIT meeting.					
	9/20/22	During the 23-24 school year, the ILT will meet to discuss all sources of data and will use this to create the professional development plan for the 24-25 school year.		Marcus Stewart	07/31/2025
<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>		SSES uses the NCEES system and NC Standards for evaluating teachers. Sources such as the CCS job fair and transfer list have been used in previous years to recruit staff.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by an attrition rate of 20% or less, compliance with state requirements regarding the evaluation of teachers, and the use of increase sources for the recruitment of new staff.		Marcus Stewart	05/23/2024
<i>Actions</i>			2 of 3 (67%)		
	9/20/22	The administrative team will create a schedule to ensure all staff receive the required number of NCEES observations.	Complete 10/18/2023	Katelyn Lovette	12/20/2023
<i>Notes:</i>		10-18-23 A schedule has been created for the 23-24 school year. The first round of observations have started following this schedule. The second round of observations will take place with each administrator trading lists. The third round of observations will be completed split between both administrators. Peer observations are scheduled to occur in the month of January.			
		2/28/23 - A schedule has been created and shared between administrators. The first round of observations are complete, and the second round has started.			
	9/20/22	The administrative team will make use of the PASE school transfer list week to recruit quality teachers from within CCS.		Marcus Stewart	04/15/2024
<i>Notes:</i>					
	10/6/22	SSES administration will have monthly staff "shout outs" at our staff meeting to share positive influences of each staff members. We will also have the "Woot Woot" wagon go around to provide positive incentives for staff.	Complete 10/18/2023	Marcus Stewart	06/15/2024

Notes: 10-18-23 Monthly shout outs have continued at the monthly staff meetings. Additionally, the premier professional correlate has implemented a certified staff member of the month and classified staff member of the month who are announced and receive a plaque at the monthly staff meeting.

2/28/23 - Staff shout outs are being done at each staff meeting with staff who are "shouted out" receiving a candy bar from Mrs. McLaughlin.

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
Actions			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

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>		SSES uses Class Dojo for parent communication. Parent events have been held in previous years, but low attendance has been reported. No PTA/PTO exists at this time. Parent teacher conferences are held twice per year.	Limited Development 09/20/2022		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by 100% use of Class Dojo by teachers and at least 90% use by families. Increased attendance at parent events and the creation of a PTA/PTO will also serve as evidence of meeting this goal.	Objective Met 08/31/23	Katelyn Lovette	06/15/2024
Actions					
	9/20/22	A committed community correlate will be created.	Complete 09/01/2022	Katelyn Lovette	10/14/2022
<i>Notes:</i>					
	9/20/22	A minimum of one family engagement activity will be scheduled per month.	Complete 05/19/2023	Katelyn Lovette	03/10/2023
<i>Notes:</i> 2/28/23 Fall in Love with Academics was a successful parent engagement night. Bedtime Bingo for Books will happen on March 9th as our next Parent Engagement. 1/31/23 Awards day was successful with a large parent turnout. Upcoming parent night to be held in February - Fall in Love with Academics - to introduce parents to activities they can do to support students' learning at home. 12/19/22 The Donuts for Dudes event was a huge success with over 100 "dudes" in attendance on 12/15/22. 11/28/22 The Fall Festival was a successful parent engagement event in October where parent portal letters were provided. The Q1 Awards assembly was a parent engagement event in November. The CC correlate is currently planning Donuts with Dudes to be held on December 15th.					

Implementation:		08/31/2023		
Evidence	6/5/2023 Family engagement activities during the 22-23 school year included Grits for Grandparents, Donuts for Dudes, Muffins for Misses, Fall in Love with Academics Night, Curriculum Night, and the Fall Festival.			
Experience	6/5/2023 The Committed Community correlate was created during the 22-23 school year. This correlate took the lead on family engagement events and communication efforts. They held monthly family engagement events that were well attended.			
Sustainability	6/5/2023 The correlate will continue to meet on the second Monday of each month and will continue to plan and implement monthly family engagement events.			