

Comprehensive Progress Report

Mission:

Our mission statement is:

"We will believe, achieve, and succeed in becoming lifelong learners and leaders."

Vision: Our vision is to equip our students with the skills to be successful in life, work, and citizenship. They will learn how to get along with others, respect diversity, and respect other people's opinions.

Goals:

All students grade 3rd -5th grade will increase proficiency in Math to 50%.

All students grade 3rd -5th grade will increase proficiency in Reading to 50%.

William T. Brown's SEL goal is for all students to maintain positive social, emotional, and physical mental health.

All 5th grade students will increase proficiency in Science to 60%.



! = 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>			60% of our teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.	Limited Development 10/16/2023		
<i>How it will look when fully met:</i>			<p>100% of our teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. The students will behave and follow the student code of conduct and school rules. They earn cub bucks for positive behavior and following our PBIS matrix that is displayed in each classroom and throughout the school. The cub bucks are used to purchase items in our PBIS school store. The teachers take the students bimonthly into the PBIS school store to purchase items. These items are things that the students like and prefer.</p> <p>We use the ABE system and we analyze the behavior suspension data that is shared with us by the county. When this objective is fully met there will be little to minimum discipline referrals, teachers will be able to teach lessons without major distractions and high academic student achievement.</p>		Patrinia Bryant	03/14/2025
Actions				0 of 2 (0%)		
	10/16/23	Recognize students twice a month using the PBIS rewards incentives.			Deborah Lemanski	12/12/2025
<i>Notes:</i>						
	10/16/23	SEL strategies will be taught to the students in morning meetings to set behavior expectations and the tone for the day.			Erica Byford	12/12/2025
<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>			<p>We have weekly grade level planning sessions in which we work in tandem to develop standards-aligned units of instruction for each subject and grade level. Each teacher on the grade level contributes to the google doc lesson plan form. The standards are added to the form along with high-yield strategies, activities and CCS' recommended resources that will be used to teach the standard. It is important that all teachers have a shared knowledge base in order to provide rigorous, effective instruction. Teachers visit other classrooms to observe their peers deliver quality instruction. Our coaches provide coaching cycles in order to help them pave the way to effective instruction. Teachers also have vertical meetings to discuss the progress of students and make sure common vocabulary is used throughout all grade levels. Ongoing and tangible professional development sessions are given to ensure teachers are knowledgeable of the high-yield instructional strategies that produce optimal teaching and learning in the classroom. The instructional team observes teachers in the classroom environment by doing walkthroughs and provide immediate and actionable feedback.</p>	Limited Development 10/14/2022		

How it will look when fully met:			Ronshonda Renee	05/24/2024
<p>Each grade level will have standards-aligned units of instruction for each subject. The grade level will be on one accord as they work collaboratively and cooperatively . We will have consistency and uniformity in each classroom as the teachers teach the standards on each grade level using high quality instructional materials. Teachers will consistently provide rigorous and aligned instruction in the classroom. The teacher will provide differentiated materials for diverse students in order to meet them where they are.</p> <p>The data that will be used to determine if the objective has reached full implementation is benchmark data, Mastery Connect, teacher-made tests, Successmaker, EOG, report card grades, evidences of student learning, pre and post tests, the analyzing of students' work, etc.</p> <p>Students will be active participants in the classroom as they engage in think, pair, share, discuss and share their thought process in math talks, and will be challenged in their learning.</p> <p>EOG data will reflect a higher proficiency score and the growth status will be "exceeding growth."</p>				
Actions		0 of 3 (0%)		
10/22/22	Lesson plans are uploaded in the Google Drive. The leadership team examines the lesson plans and gives the teacher immediate and detailed feedback via email or in person of the changes or clarification that is needed in order for the lesson plans to be implemented.		Ronshonda Renee	05/24/2024

Notes: 9/26/23

The instructional coach examines lesson plans for clarity and purpose. There are a few VIF teachers who she met with after school to teach them how to do lesson plans and small group lesson plans.

4/24/23

The instructional coaches examine lesson plans on a weekly basis and gives teachers immediate feedback on the changes to be made. Now that we are at the end of the year, lesson plans dictate the remediation and small group efforts that will take place for the remainder of the year.

3/27/23

As we prepare for EOG testing, there is an urgency of the intensive needs of our students. Lesson plans are examined to ensure quality instruction and the correct standards are being taught.

2/27/23

There has been a major focus lately on small group and remediation plans as we get closer to the EOG testing.

1/30/23

Lesson plans are turned in weekly and examined by the leadership team. We continue to work with selected teachers about their lesson plans.

12/19/22

Lesson plans are turned in weekly. The leadership team examines the lesson plans and gives immediate feedback. We have had to work with individual teachers on the development of effective lesson plans.

11/28/22

Lesson plans are analyzed as well as feedback is given to the teachers. Revisions are made and assistance is given to teachers who need help on the development of their lesson plans.

10/31/22

Lesson plans are uploaded and examined for feedback, clarity, and understanding. Teachers are immediately contacted for feedback about their lesson plans.

10/22/22	Lesson plans will be reviewed to ensure teachers are using high-yield strategies, ensure alignment to core instructional resources and are teaching the correct standard. Feedback will be provided to the teachers in a timely manner so appropriate changes can be made to plans.		Ronshonda Renee	05/24/2024
<p><i>Notes:</i> 9/26/23 High-yield strategies remain a priority and a focus for use in the classroom setting. Our teachers were given a staff development session on the strategies and how to use them during classroom instruction.</p> <p>4/24/23 The lesson plans focus on the standards and the resources that will be used to remediate students. Students have been placed in small groups based on the standards they were not proficient in. Resources have been selected to teach that standard.</p> <p>3/27/23 There has been a great deal of focus and emphasis of high-yield strategies being used in teachers' delivery of instruction this year. We examine lesson plans to make sure teachers are teaching what they are supposed to and using the approved resources to do so.</p> <p>2/27/23 Teachers have been informed that when the leadership team comes in to observe them, we must see a high-yield strategy being used during the lesson. High-yield strategies should also be noted on the lesson plans.</p> <p>1/30/23 The leadership team spends a great deal of time ensuring that teachers understand the standards they are teaching, the use of core instructional resources, we use the unpacking documents, etc. Teachers know they are expected to use high-yield strategies in their instruction.</p> <p>12/19/22 The leadership team continues to schedule peer observations with teachers. We follow up with an observation to see if the teacher is using high-yield strategies, using core instructional resources, and is teaching the correct standard.</p> <p>11/28/22 The leadership continues to demonstrate and discuss what high-yield strategies are and how they should be implemented in their delivery of</p>				

instruction. The leadership team scheduled peer observations for certain teachers who needed assistance with what effective instruction should look like.

10/31/22

Lesson plans are reviewed weekly and questions are asked for further clarification and understanding. Comments are given as well.

10/14/22

The teachers on each grade level will meet weekly to plan units of instruction that are based on CCS pacing guidelines and standards based. Administration will attend PLC's to monitor the discussions of planning.

Ronshonda Renee

05/24/2024

Notes: 9/26/23

PLCs are underway weekly to plan units of instruction, unpack standards, discuss pacing, discuss and use CCS' approved resources, differentiation and small group instruction.

4/24/23

The teachers have made their intensive small group and remediation plans that focus on our last benchmark data results. A sense of urgency has been established and all hands are on deck in preparing our students for a successful EOG turnout.

3/27/23

Grade level teachers continue to meet weekly to plan units of instruction. Presently, teachers are focused on remediation efforts for 3rd 9 weeks benchmark data to go back and reteach and reassess those standards that students were not proficient in.

2/27/23

Grade level teachers meet weekly to plan units of instruction. There has been a major focus on small group and remediation plans for teachers.

1/30/23

Grade level teachers meet weekly to plan units of instruction. Data continues to be our talking point around all planning and the use of resources.

12/19/22

Weekly PLC meetings are held to plan instruction, use core instructional materials, take a deeper dive into data, and analyze students' work.

11/28/22

Weekly PLC meetings are held to plan instruction, analyze data, and unpack standards. We also make sure that the teacher understands the standard and how to teach it.

10/31/22

We have weekly PLC meetings for teachers to plan units of instruction for the students.

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>			Our teachers tailor evidence-based instruction aligned with the needs of our diverse population of students. Classroom teachers meet with EC teachers to collaborate and learn about the best instructional practices to use while teaching mainstreamed EC students. Our instructional coaches meet with EC teachers to discuss tiers of instruction and the appropriate instructional resources to match students' needs.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>			<p>All teachers will customize and deliver evidence based instruction aligned with the needs of our diverse population of students. They will tailor their instruction to fit the needs of all students and will know how to adjust them when they are not meeting students' needs. Regular classroom teachers will continue to meet with EC teachers to coordinate instruction that maximizes EC students' academic abilities.</p> <p>The data that will be used to determine that the objective has fully reached its implementation is benchmark data, teacher-made tests, Mastery Connect, mClass, EOG tests, Successmaker, pre and post tests, report cards, progress reports, etc.</p> <p>All students will be an active participant in the learning environment and grow at least one grade level in their core subject areas.</p>		Felisha Toston	05/24/2024
<i>Actions</i>				0 of 5 (0%)		
	10/14/22		Our SWD students who do not meet mastery will be remediated through Successmaker, remediation class, pull out group work, and small group instruction.		Ronshonda Renee	05/24/2024

Notes: 9/26/23

Our SWD is the only subgroup that did not make growth on the 22-23 EOG test. We have been having conversations with the EC teachers about what we should do differently.

4/24/23

Our SWD students have been receiving remediation and small group instruction on nonproficient standards. Their teachers are preparing them for EOG testing.

3/27/23

SWD students receive intensive remediation and small group instruction on standards they are not proficient in.

2/27/23

Our SWD students receive remediation and small group instruction on standards they have not mastered. Teachers use Successmaker, CCS' resources, and other EC materials.

1/30/23

SWD students receive intensive small group instruction and remediation on the standards they have not mastered.

12/19/22

Our SWD receive remediation on the standards they are not successful on. Many of them are mainstreamed for certain subjects.

11/28/22

SWD play an integral role in our academic success. Their EC teacher and regular teacher plan effective small group instruction in the development of their academic success.

10/31/22

SWD students who do not meet mastery of standards are put in small groups for intensive instruction, complete Successmaker, etc.

10/22/22 Our SWD students will be formatively assessed to determine mastery on the standards being taught. Teachers will closely monitor their progress and ensure they are giving those students differentiated lessons in small group based on the assessment data.

Ronshonda Renee

05/24/2024

Notes: 9/26/23

Our SWD students are assessed to see where they stand academically on the standards they are being taught.

4/24/23

SWD students are assessed consistently to see which standards need to be retaught and reassessed.

3/27/23

Our SWD students are assessed to see what level they are on. Even though they have different materials that are used they still have to take the EOG.

2/27/23

Our SWD students are formatively assessed on a consistent basis to see which standards they have not mastered.

1/30/23

Our SWD students are assessed to determine what to work on with them. The EC department has their selected resources that they use with the students as well.

12/19/22

SWD students are monitored and assessed to determine their academic areas of concern. EC and regular teachers make it a habit to spiral back with all standards in order for EC students to retain the information.

11/28/22

SWD students are assessed to determine their academic strengths and weaknesses. A plan of action is implemented to address their academic concerns.

10/31/22

Our SWD are formatively assessed on a consistent basis to address their academic needs.

10/22/22 Classroom teachers will meet with EC teachers to establish best practices to use for small instruction of EC students.

Ronshonda Renee

05/24/2024

Notes: 9/26/23

Classroom teachers and EC teachers meet to plan together and discuss best practices in the classroom.

4/24/23

Classroom teachers and EC teachers meet to plan together and share best practices in the classroom for EC students.

3/27/23

Classroom teachers and EC teachers meet to discuss the academic progress of EC students and what works best when teaching them.

2/27/23

Classroom teachers and EC teachers meet to discuss the academic progress of the EC students and what they can do to assist them.

1/30/23

Classroom teachers and EC teachers meet on a consistent basis to determine the academic progress of EC students and how they can help them to achieve and do better with their academic work.

12/19/22

EC and regular teachers continue to plan and have those crucial conversations about what the EC students are learning and what they are having difficulties in. They are discussing which strategies work best with EC students.

11/28/22

EC and regular teachers continue to meet and plan together as the EC students are mainstreamed and we want to ensure alignment is in place.

10/31/22

EC teachers meet with regular classroom teachers to discuss best practices in the classroom for EC students.

10/22/22 Instructional coaches have weekly planning with EC teachers to plan and discuss effective instruction.

Ronshonda Renee

05/24/2024

Notes: 9/26/23

EC teachers meet with the instructional coach to garner strategies and ideas for instruction. They will meet more frequently with the IC this year due to the SWD being the only subgroup that did not make growth.

4/24/23

EC teachers meet with the instructional coaches to plan effective whole and small group instruction.

3/27/23

Instructional coaches meet with the EC teachers to plan.

2/27/23

Instructional coaches have weekly planning with EC teachers. Our EC student have to take the regular EOG test so the coaches have those conversations about remediation and small group instruction with them too.

1/30/23

Our instructional coaches have weekly planning with our EC teachers. The EC teachers have been telling me how effective and helpful this is.

12/19/22

Our instructional coaches continue to plan with EC teachers and to discuss what effective instruction looks like.

11/28/22

Instructional coaches have been asked to assist EC teachers with some additional resources in the remediation of EC students.

10/31/22

Instructional coaches meet weekly with the EC teachers to discuss effective instruction.

10/14/22 The instructional leadership team will conduct walkthroughs to observe teachers using high-yield strategies and standards-based lessons in their delivery of effective instruction. Feedback will be given to the teachers and follow up walkthroughs will occur.

Patrinia Bryant

05/24/2024

Notes: 9/26/23

The leadership conducts daily observations in the classroom using and/or iRounds form, WTBES observation form or the NCEES observation tool. Immediate feedback is given and discussions are had with the teacher about any concerns or questions about the observation.

4/24/23

The leadership team conducts daily walkthroughs to observe teachers. We fill out the iRounds form that allows them immediate feedback. Our focus this year has been the use of high-yield strategies in the classroom.

3/27/23

The leadership team conducts daily walkthroughs to observe teachers teaching in the classroom. We are looking for the use of high-yield strategies.

2/27/23

The leadership team conducts daily walkthroughs to observe teachers using high-yield strategies for at least 30 minutes a day using the iRounds form and the NCEES system.

1/20/23

We continue to spend a great deal of time in the classroom observing teachers and giving immediate feedback using the iRounds form.

12/19/22

The leadership team continues to conduct individual and team walkthroughs to observe teachers using those effective high-yield strategies. We discuss our findings and use the iRounds form and NCEES system for actionable feedback.

11/28/22

The leadership team conducts individual and team walkthroughs to observe teachers using the iRound form for feedback. We are looking for those high-yield strategies and other things during our observation.

10/31/22

The leadership team conducts classroom walkthroughs as a team and then discusses what is going on in the classroom. We use the iRounds form for notes and immediate feedback.

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Some of our teachers are attentive to our students' emotional states and will reach out to the guidance counselor and social worker for interventions. Some of the teachers need to build better relationships with the students and learn more about their home life, challenges, and barriers that distract from their learning.	Limited Development 10/16/2023		
How it will look when fully met:			All of the teachers will be more cognizant of students' emotional states and will guide students with their emotional outbursts. This will be fully met when staff have the capability to deescalate emotional outbursts and other emotional situations.		Erica Byford	12/15/2023
Actions				0 of 4 (0%)		
	10/16/23	All teachers will use SEL during their morning meeting with their students to teach them strategies to use throughout the day.			Erica Byford	11/15/2023
Notes:						
	10/16/23	The school has a room set up with a Calm Cave for students to calm down and unwind. Administration will monitor the use and effectiveness of the Calm Cave room and continue to have trainings for the staff on the appropriate use of the room.			Erica Byford	11/30/2023
Notes:						
	10/16/23	Classroom teachers have a calm corner in their classrooms for students to use when they are upset and have emotional outbursts.			Patrinia Bryant	11/30/2023
Notes:						
	10/16/23	The guidance counselors will give tips on SEL activities for deescalating a child's emotional outbursts. Tips will be given during staff meeting, PLC meetings and through newsletters.			Patrinia Bryant	12/15/2023
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:			Our school develops plans to support student transitions level-to-level but need to implement more from grade-to-grade.	Limited Development 10/16/2023		
How it will look when fully met:			There will be consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.		Patrinia Bryant	11/16/2026
Actions				0 of 1 (0%)		
	10/16/23	There will be monthly vertical planning meetings in which the grade levels will meet to discuss students' areas of weaknesses. Grade levels will examine Pacing guides and standards to discuss the alignment of standards being taught from grade level to grade level. Teachers will create plans to address the progression of the standards to lesson the learning gaps. (Ex. 1st grade teachers will meet with 2nd grade teachers)			Patrinia Bryant	11/16/2026
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>			<p>The leadership team meets regularly to discuss and review effective practices in the classroom. Classroom walkthroughs are done by the leadership team and immediate feedback is given to the teachers.</p> <p>In PLCs, we have discussions about the instructional practices in the classroom and their effectiveness. Teachers share which practices work best and how they have to adjust those strategies to address their students' needs.</p> <p>The leadership team has weekly meetings to discuss what is going on in the classroom and what needs to be done to address effective instruction.</p>	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>			<p>The administrative team will meet regularly to review implementation of effective practices. Ongoing and consistent conversations will take place in PLCs with the teachers about the effectiveness of the practices.</p> <p>The objective will be fully met when we observe all teachers using effective practices in the classroom and there is high academic growth and achievement with the students. The students' academic grades and progress will consistently grow and their willingness to learn will evolve. The data includes Successmaker, mClass, Mastery Connect, benchmark data, teacher-made tests, students' work, EOG, report cards, pre and post tests, etc. It will also include the consistent use of research proven and effective materials and resources.</p>		Francine Dallas-Steen	05/22/2024
Actions				0 of 6 (0%)		
	10/14/22	The Leadership Team will have bimonthly meetings to discuss and review effective practices throughout the building.			Patrinia Bryant	05/22/2024

Notes: 9/26/23

The leadership team meets to discuss effective practices in the classroom and what we are seeing in teachers' instruction.

4/24/23

The leadership team meets to discuss effective practices in the classroom and the data that corresponds with it.

3/27/23

The leadership team meets to discuss effective practices and what we are going to do to ensure quality instruction in the classroom.

2/27/23

The leadership team meets twice a month to discuss effective practices and what we are/are not seeing in the classroom during observations.

1/30/23

The leadership team engages in weekly conversations about what instruction is looking like in the classrooms and what concerns/issues we are having and need to focus on.

12/19/22

Efforts have been made to address what effective instruction looks like. Teachers have been observing their peers in the classroom. We have also had teachers visit classrooms at other schools in order to establish what instruction should look like.

11/28/22

The leadership team meets weekly to discuss effective practices in the classroom. Coaches have been modeling and co-teaching alongside certain teachers.

10/31/22

The leadership team meets twice a month to discuss effective practices. We discuss a plan of action on the steps we will take in order to help individual teachers and their needs.

10/14/22 Teachers will model an effective instructional strategy to their peers in grade level planning, PLCs, and vertical planning meetings. They will have follow up discussions regarding what is working and what is working in the classrooms.

Patrinia Bryant

05/22/2024

Notes: 9/26/23

Teachers model effective strategies to their peers in meetings in order to gain a number of effective strategies for students' academic success.

4/24/23

Teachers discuss, share and model instructional strategies with their colleagues. Candid discussions are held to discuss what is working and what is not working in the classroom.

3/27/23

Teachers share and model instructional strategies with their colleagues. They have discussions about best practices in the classroom.

2/27/23

Teachers share and model effective instructional strategies to their peers during meetings and have discussions about how they deliver the strategies and what works best for their students.

1/30/23

Teachers have discussions about best practices in the classroom, what is working/what is not working among other things.

12/19/22

Teachers continue to meet and have those discussions about practices in the classroom. Vertical planning allows the teachers on various grade levels know what the students are having difficulties with. It also allows teachers to ensure they are using the same teaching methods schoolwide so the students will be familiar with them.

11/28/22

Teachers model and demonstrate effective high-yield strategies to their peers. They also share how they taught a standard that their students performed exceptionally well on when we analyze and disaggregate the data.

10/31/22

Our teachers observe their peers teaching and they share highly-effective instructional strategies in PLC meetings.

10/14/22 Walkthroughs for the leadership team are scheduled to observe teachers in order to give immediate and actionable feedback.

Ronshonda Renee

05/22/2024

Notes: 9/26/23

A schedule has been created for the leadership team to observe teachers in the classroom setting.

4/24/23

A walkthrough schedule was created to observe teachers on a daily basis.

3/27/23

We have a walkthrough schedule for the leadership team. We do individual and team observations. Our priority focus has been teachers using high-yield strategies during their lessons.

2/27/23

We have a weekly walkthrough schedule for each member of the leadership team as well as planned team walkthroughs. Teachers are given immediate feedback and questioned about certain practices that we do/do not observe during instruction.

1/30/23

We conduct walkthroughs as a leadership team as well as individually. We discuss our findings and leave feedback for the teacher (iRounds, notepad, NCEES).

12/19/22

We continue to conduct walkthroughs as a leadership team. We want to ensure quality instruction, use of high-yield strategies, collaboration, student talk, etc.

11/28/22

The leadership team schedules team walkthroughs on a consistent basis as well as individual walkthroughs. We discuss our observations and provide immediate feedback to the teachers.

10/31/22

The leadership team schedules regular walkthroughs as a team and individually to observe teachers in the classroom environment. We provide immediate and actionable feedback.

10/22/22	Ongoing staff development sessions are held to ensure teachers know how to use high-yield instructional strategies in the classroom. Coaches have also modeled these strategies in the classroom. The Instructional team will visit classrooms to ensure teachers are using the high-yield strategies that have been taught in recent staff development sessions.		Shanessa Fenner	05/22/2024
<p><i>Notes:</i> 9/26/23 The instructional coach has provided staff development sessions on high-yield strategies and has modeled the strategies beside the teacher in the classroom environment.</p> <p>4/24/23 Several times this year the instructional coaches made sure that teachers were aware of the high-yield strategies and how to use them by having staff development sessions and modeling them alongside the teacher in the classroom setting.</p> <p>3/27/23 The coaches have ensured that all teachers know all high-yield strategies and how to use them in the classroom. They have held several staff development sessions on high-yield strategies.</p> <p>2/27/23 My coaches held another mini staff development with the teachers on high-yield strategies. They modeled the strategies and had handouts for the teachers. We wanted to ensure they knew all of the high-yield strategies.</p> <p>1/30/23 We want a shared knowledge base among our teachers so we consistently talk about, enforce, model and let teachers observe other teachers in the classroom environment so they can see what effective instruction looks like using high-yield strategies.</p> <p>12/19/22 Ongoing staff development sessions are held to ensure teachers know how to use high-yield instructional strategies in the classroom. Coaches have also modeled these strategies in the classroom.</p> <p>11/28/22 Instructional coaches continue to pave the way for effective instruction in the classroom. Teachers observe one another teaching and the coaches teach alongside them too. Coaching cycles are held.</p>				

10/31/22
The instructional coaches conduct regular staff development sessions on high-yield instructional strategies that teachers should be using in their delivery of instruction.

10/23/22 Agendas will be created to address the needs of the staff in the areas of curriculum, instruction, and professional development.

Patrinia Bryant

05/22/2024

Notes: 9/26/23

Agendas are prepared prior to staff development sessions to address the topics/areas that teachers need more knowledge and development in.

4/24/23

Agendas are prepared for staff development and professional development sessions. The topics of the sessions address the needs and the areas of development of the teachers.

3/27/23

Agendas are created for all professional development sessions.

2/27/23

All agendas are created and detailed regarding staff development and professional development sessions.

1/30/23

All agendas are detailed and personalized for our teachers' staff development needs.

12/19/22

We continue to invite selected teachers to attend staff development sessions on various topics to address their differentiated needs.

11/28/22

Selected teachers are invited to attend staff development sessions that address their areas of concern in the classroom. The coaches prepare the agenda and the staff development. We follow up to see if they retained the information by observing them in the classroom environment.

10/31/22

The instructional coaches create a detailed agenda for the various professional development sessions that are held for teachers.

10/23/22 Data discussions will take place weekly to discuss students' success and to see if certain strategies are more effective. Data will be collected and disaggregated to determine if the strategies are effective.

Patrinia Bryant

05/22/2024

Notes: 9/26/23

Students' academic data is collected, analyzed and disaggregated to determine if strategies are effective in teaching.

4/24/23

Data is used to determine if strategies used in the classroom are effective in the aid of students' learning.

3/27/23

Our discussions are centered around quality instruction and if the strategies we are using are effective.

2/27/23

Every meeting that we have entails data and the standards that need to be retaught and reassessed.

1/30/23

Data drives our discussions around instruction. We use various types of data to determine our students' weaknesses and what needs to be retaught.

12/19/22

The leadership team continues to focus on all kinds of data to determine the effectiveness of the strategies that teachers are using and the retention level of the information of the students.

11/28/22

There has been a great deal of emphasis on the quality of small group instruction at this time. Lesson plans are extensively examined as well as the small group instruction block.

10/31/22

Data discussions take place weekly to discuss students' success and to see if certain strategies are more effective.

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PLC meetings where we work in tandem to prepare compelling instruction, examine lesson plans to ensure alignment to core instructional resources, unpack standards across content areas, outline pacing, analyze evidences of student learning, disaggregate multiple measures of student performance data, develop differentiated data-driven small groups, and formulate a plan for the use of high-yield instructional strategies.	No Development 10/16/2023		
How it will look when fully met:			Teachers will create authentic and meaningful learning experiences that are robust, civic, engaging, fuels imagination and creativity, builds upon their students’ unique life experiences, and challenges them to perform at their highest level of ability. Teachers will provide an exceptional environment that entails rigorous teaching and learning, evidence-based practices, authentic connections, turning challenges into opportunities, and a space for cutting-edge innovation by reimagining things they never thought of in order to prepare our students to be collaborative, competitive and successful citizens in our global world for the common good. Data (mClass, benchmark, Mastery Connect, Successmaker, teacher made tests, etc.) will show student growth, student progress, and achievement.		Ronshonda Renee	12/11/2026
Actions				0 of 2 (0%)		
	10/16/23	The master schedule is created for teachers to participate in weekly PLC planning for continuous improvement in teaching and learning.			Ronshonda Renee	12/11/2026
Notes:						
	10/16/23	The admin team will provide professional development sessions in areas that teachers need in order to learn what effective instruction and optimal learning looks like. Follow up observations will occur with the admin team to ensure effective instruction is being implemented in all classrooms.			Patrinia Bryant	12/11/2026
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The principal visits classrooms on a daily basis to observe the teachers teaching and the students learning. The iRounds form, W. T. Brown checklist and/or the NCEES tool for observations will be used as I visit classrooms. Principal will give teachers immediate feedback after each observation.</p> <p>The principal will attend weekly PLC meetings to ensure proper planning takes place and CCS' approved resources are being used. Teachers unpack standards with the Instructional Team so they know what the standards mean and know how to teach them.</p> <p>In PLCs, discussions take place around the use of high-yield strategies during instruction and the importance of student conversations around learning.</p>	Limited Development 09/25/2023		
<i>How it will look when fully met:</i>			The principal will visit classrooms to observe teachers teaching on a consistent basis and give them immediate feedback. The principal will also attend PLC, vertical team, staff meetings, data dives, and other pertinent meetings. The principal is a visible, open and accessible at all times. Teachers will use CCS' approved resources for whole group and Wonders materials for small group instruction.		Ronshonda Renee	11/30/2023
<i>Actions</i>				0 of 2 (0%)		
	9/26/23	The principal will observe teachers delivering classroom instruction on a daily basis .			Ronshonda Renee	05/24/2024
	<i>Notes:</i> 9/26/23		I spend a great deal of my day in the classrooms observing teachers deliver instruction.			
	9/26/23	The principal will provide timely feedback following Irounds, informal classroom visits, and formal observations. This will be evidenced by observation feedback documents.			Ronshonda Renee	05/24/2024

Notes: 9/26/23

I give immediate feedback after each classroom observation.

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
Initial Assessment:			Teachers, administration, and coaches look at school performance data and classroom data (SMAs) during PLC and grade level planning time. We use the data to determine how the teacher will have an opportunity to monitor and adjust their classroom instruction.	Limited Development 10/14/2022		
How it will look when fully met:			<p>The teachers, coaches, and administration will consistently have a laser-like focus on the student performance data. The focus will be on standards that the students are performing the lowest in and the teachers whose students performed well on those standards will share their expertise with the other teachers. They will role play how they taught that standard. Teachers will share their strategies and methods that they use to effectively teach the standards. If a teacher is mastering that standard they will collaborate with colleagues in reference to the instructional strategies used to teach that standard. Also, during the remediation block, the students are circulated with the other teachers to master the objectives that were previously taught.</p> <p>The data that will be used to determine the objective has reached full implementation will be benchmark, EOG, teacher-made tests, Successmaker, Mastery Connect, students' work, students' grades, report cards, mClass, progress reports, mClass, etc.</p>		Patrinia Bryant	05/24/2024
Actions				0 of 2 (0%)		
	10/22/22	Data discussions will take place during weekly PLC's. Students that are identified as bubble students will be assigned to remediation tutors. The remediation tutors will work with those students three times a week on standards they were not proficient on. Assessments will be reviewed frequently to determine if groups need to be changed.			Patrinia Bryant	05/24/2024

Notes: 9/26/23

We have two remediation teachers this year and they are working with students three times a week on the standards they are not proficient on.

4/24/23

The remediation teacher has been working with the bubble students three times a week on standards they were not proficient in science.

3/27/23

The remediation teacher will be working with students who were not proficient on their recent benchmark tests.

2/27/23

Our remediation teacher works with our bubble students three times a week on standards they did not master. We also have another tutor who works with K-2 that was provided by the county. He works with students who need additional help (based on mClass data).

1/30/23

Our remediation teacher continues to work with our students on the standards and objectives they do not understand and did not master.

12/19/22

Our remediation teacher tirelessly works with 4th and 5th grade bubble students three times a week in the areas of math and reading. She is seeing academic progress.

11/28/22

Our remediation teacher works feverishly with 4th and 5th grade bubble students three times a week on non-proficient standards.

10/31/22

Our remediation tutor continues to work with our bubble students three times a week on the standards they were not proficient in.

10/20/23 The Instructional Leadership Team, Grade Level Teams, and SIT will monitor school performance data such as behavior, discipline, attendance, and academic data to determine school improvement progress. Evidence will include information shared out to staff, minutes, and professional development based on data.

Ronshonda Renee

05/24/2024

Notes:

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>			I attend county job fairs to find certified teachers. Sometimes we have team interviews and other times I interview teacher applicants with my instructional team.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>			Administrative team will evaluate teachers skills and knowledge through a variety of methods to include lrounds, formal and informal observations. The school will provide mentors for our beginning teachers so they are acclimated to WT Brown.		Patrinia Bryant	05/24/2026
Actions				0 of 3 (0%)		
10/14/22			When vacancies arise, teachers will be found using the county resource, Interviews will be set up for potential candidates. A school team will be set up to be involved in all interviews. References will be checked and a final decision will be made to hire.		Patrinia Bryant	05/24/2026
<i>Notes:</i> 9/26/23 I look at the spreadsheet for applicants to interview. I also reach out to Tonya Page for applicants to set up interviews to fill vacancies at our school.						
10/14/22			A mentor will be assigned to new teachers and veteran teachers.		Patrinia Bryant	05/24/2026
<i>Notes:</i> My assistant principal assigns new teachers to the profession and new teachers to our building a mentor.						
10/14/22			The principal acknowledges and celebrates the accomplishments of staff members via weekly agenda, announcements, email and our shout out email system.		Patrinia Bryant	05/24/2026
<i>Notes:</i> I commend, applause, and clap for every and any accomplishment of each staff family member. We celebrate big and small successes. I let my staff family know they are valued and their membership counts.						

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.		Jackie White	05/31/2024
<i>Actions</i>				0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.			Jackie White	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
Initial Assessment:			The school communicates with parents (via letters, Parent link calls, Class Dojo, school website, school social media sites, newsletters, agenda, etc.) about the importance of the curriculum and the various ways they can assist their children with schoolwork and homework.	Limited Development 10/14/2022		
How it will look when fully met:			<p>The school will communicate with the parents about the importance of the curriculum and the various ways they can assist their children with schoolwork and homework. We will have parents’ nights (ex. Curriculum Night, EOG night, reading night, etc.) and the parents will be in the role of the student as the teacher teaches them strategies to help their children with their work. Morning workshops for parents will be held by the instructional coaches and they will show them the various math strategies to use when working with their child because common core math is different than the way the parents were taught. Questions (comprehension and questioning stems) will also be sent home with the student for the parents to use with their child after reading a story.</p> <p>The evidence will be an increase in student data in the areas of math/reading and reading logs with parent signatures.</p>		Deborah Lemanski	05/24/2024
Actions				0 of 4 (0%)		
	10/14/22	Grade appropriate instructional materials will be prepared for the various parent nights and workshops for parents. The instructional materials will assist the parents in working with their child on academic content at home.			Ronshonda Renee	05/24/2024
Notes: 9/26/23 All materials are copied and prepared prior to parent nights and workshops for parents.						
4/24/23 All of the instructional materials were prepared and packaged well in						

advance for parent nights and workshops.

3/27/23

The materials for the workshop will be prepared by the parent facilitator prior to the event.

2/27/23

The materials for all parent nights, workshops, etc. are prepared prior to the event. The February parent workshop was held in a classroom and all materials and tables were set up with the activities and various information for parents.

1/30/23

All materials for any of other school events are prepared before the actual start of the event. This includes powerpoints, notes, information, etc.

12/19/22

An autism workshop was held on 12/1/22. We had a great turnout with our EC parents.

An Evening with Santa at the Book fair took place December 8 from 5 pm - 7 pm. The book fair and craft activities were in the media center as well as cookies and milk. Santa was in the multipurpose room. Students took pictures with Santa. Two free 5x7 pics were sent home the following week with the students. The event had a huge turnout and was a success.

11/28/22

Parents are invited to eat lunch with their child and some are volunteers in the classroom. We have a winter concert coming up December 16.

10/31/22

Curriculum night and other parent information nights have been scheduled and conducted. More nights are forthcoming. Curriculum night had a good turnout. Parents acted in the role of the student as the teacher taught a lesson. Parents were taught strategies to assist their child with their school and homework. Autism workshop for parents is 12/1/22.

10/20/23	The school will communicate regularly with families via Parentlink and social media platforms to strengthen the school to home connection and to keep parents informed.		Patrinia Bryant	05/24/2024
Notes:				
10/14/22	Parent-teacher conferences are scheduled at regular intervals to discuss students' academic progress and behavior. Teachers will provide materials for parents that will help in assisting their child with academics at home.		Ronshonda Renee	05/24/2024

Notes: 9/26/23

Parent teacher conferences are scheduled throughout the school year; however, my teachers are open and accessible to conferences daily with parents about their child's academics and behavior. A documentation log is filled out each time a teacher has a discussion or meeting with a parent.

4/24/23

Communication from home to school is imperative. Parent- teacher conferences are scheduled and consistent communication between the teacher and parent is enforced at our school.

3/27/23

Teachers set up parent-teacher conferences with parents and/or communicate with them on a consistent basis about their child's academics and behavior.

2/27/23

Parent-teacher conferences are scheduled at regular intervals and our teachers are always available to meet with parents to discuss their child's academics and behavior. Possible retention letters were sent home in early February.

1/30/23

Parent-teacher conferences are mandatory at W. T. Brown. Teachers know the importance of not letting a lot of time lapse without meeting with parents to update them on their child's progress.

12/19/22

Teachers are reminded to continue to communicate with parents about their child's academics and behavior. We have a school-wide documentation log that is used for each conference.

11/28/22

Teachers communicate via email, Class Dojo, phone, and in-person with parents about their child's academics and behavior. Administration is asked to join teachers for certain conferences.

10/31/22

Teachers continue to meet with parents about their child's academics and behavior. We have scheduled parent-teacher conferences but teachers are encouraged to meet with parents on a consistent basis.

10/14/22	Parent workshops will be offered for our parents. The parent facilitator will set up the workshops. Parents will be surveyed after workshops to determine the effectiveness of them and to plan future events.		Sandy Jones	05/24/2024
<p><i>Notes:</i> 9/26/23 Our parent facilitator has asked parents which topics are they interested in being addressed for various workshops. She is in the process of planning parent workshops for this school year.</p> <p>4/24/23 Our parent facilitator has set up several workshops this year for parents and the turnout was great.</p> <p>3/27/23 We have an upcoming parent workshop scheduled for May.</p> <p>2/27/23 Our parent facilitator held a parent workshop this month with our nurse for parents entitled "Dental and Nutrition Health."</p> <p>1/30/23 Our parent facilitator has a parent table set up front for parents to obtain all kinds of information from health, nutrition, how to help your child with homework, free books, etc.</p> <p>12/19/22 Our parent facilitator has reached out to parents about various topics of interest they may have. We have a parent information table set up in the front hall for parents with all kinds of school information and other subjects.</p> <p>11/28/22 One of our EC teachers has scheduled and planned an Autism workshop for parents. It will be held December 1.</p> <p>10/31/22 Our parent facilitator plans meetings for interested parents.</p>				