

Comprehensive Progress Report

Mission: The Alderman Road Elementary family is committed to excellence in academics, behavior, and character, through curious minds, helping hands, and caring hearts.

Vision: Alderman Road Elementary School envisions a school community in which every student, regardless of background, reaches his/her full academic and social potential.

Goals:

3rd & 4th Grade Students will achieve 60% proficiency on the Reading EOG.

5th Grade Science will achieve 80% proficiency.

3rd & 4th Grade Math students will achieve 70% proficiency.

5th Grade Math students will achieve 65% proficiency.

Our school would like to improve our growth scores and proficiency by 25% for the following subgroups: Black Students and SWD.

5th Grade Reading will achieve 70% proficiency.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have been a PBIS school for over a decade. For the most part, our students are well behaved and we do not have a lot of discipline issues. Due to staff turnover and older students appearing disconnected from our PBIS system and facing long-term SEL effects of the pandemic, it is time to re-energize our PBIS system and ensure teachers have the proper support.	Limited Development 10/05/2022		
<i>How it will look when fully met:</i>		Our office referrals will be reduced by 25% for the school year and teacher beliefs regarding student conduct will improve to 80% or higher on the teacher working conditions survey. We will also see more students being recognized through the PBIS system and incentives each quarter. All teachers will be proficient or accomplished in Standard II.		Aletha Miller	05/26/2024
Actions			4 of 7 (57%)		
10/5/22	All teachers will review school wide PBIS expectations, establish classroom rules/routines and the Student Code of Conduct with students in August and upon return from the winter break to ensure they have been taught and understand the school-wide expectations for behavior and routines in our building.		Complete 01/06/2023	Homeroom Teachers	01/15/2023
<i>Notes:</i>		<p>Jan 2023--when students returned from winter break all classrooms spent part of the morning reviewing expectations and reteaching routines/procedures</p> <p>Sept 2022--students attended grade-level assemblies to learn about the school-wide expectations, rewards and celebrations for meeting goals; all classes reviewed the student handbook and code of conduct and signed that they understood what it meant</p> <p>August 2022--training was provided to ALL staff on school-wide expectations as well as resources for implementation in the classroom and common places</p>			

10/5/22	Teachers performing as developing in Standard II of the observation tool based on formal and informal observations will be referred to professional development or a coaching cycle on behavior management strategies to support their growth in classroom management and working with students that struggle with meeting behavior expectations in order to help them achieve at minimum proficient on standard II.	Complete 05/22/2023	Stephanie Matarese	05/28/2023
<p><i>Notes:</i> 5/2023--teachers that have continued to struggle with classroom management, meeting the needs of students with behavior or SEL concerns will have additional PD over the summer break prior to the start of the next school year.</p> <p>3/2023--teachers struggling with any management concerns have been assigned peer observations in-house or at partnering schools. Coaching conversations have happened around these visits and walk-thrus are scheduled to monitor the implementation of best practices as a follow-up</p> <p>1/2023--a decrease in disciplinary referrals and concerns from the teachers that have been targeted for additional support has been noted</p> <p>11/2022--two teachers were scheduled to visit model teachers for classroom management and implementation of PBIS; concerns are not severe enough to warrant the full PD offered by the district</p> <p>9/26/2022--one of the beginning teachers has been identified of need additional support in classroom management and will begin a coaching cycle focused on classroom management strategies including visiting a model teacher in this area.</p>				
10/5/22	PBIS Incentives will be used to reinforce students meeting/exceeding behavior expectations. The PBIS team will determine the incentives and recognitions each year based on data and feedback from students and staff. Students will have the opportunity to earn individual rewards as well as whole school or group rewards as outlined by the team each year.	Complete 09/25/2023	Lisa Popish	10/31/2023

Notes: 9/2023: PBIS Rewards are being used (individual, classroom & school incentives are in place); students have lanyards.

5/22/23: Q4 Celebrations are being held throughout this week; many classes have earned a high number of class compliments this year and the team will need to revisit the rewards system to ensure it is financially sustainable. It was also discussed that the PBIS team will need to look at how they want to implement the new PBIS Rewards program SIT has purchased to best facilitate the PBIS program going into the next school year.

3/30/23: Q3 Celebration was held on 3/27 for all grades; the end-of-year celebrations have been planned and scheduled. Many classes are enjoying the whole class rewards they have earned for class compliments.

1/23: Q2 PBIS Celebration was held on 1/17, and the classes on each grade level with the most compliments were recognized during Q2 awards celebrations

11/22: first school-wide PBIS celebrations were held for all students that met the goal for Q1; classes with the most compliments on each grade level were recognized at the Q1 awards program

10/3/22--8 classes have already earned 10 compliments and have received their first whole class reward

9/9/22--Students received information about incentives at the PBIS Kick-Off Assemblies

8/17/22--Staff received training on the PBIS expectations and incentives.

10/5/22 A digital referral program will be used to track major and minor disciplinary concerns. The PBIS team will review this data quarterly to determine any areas or concerns that might need to be addressed.

Tammy Wallace

12/20/2023

Notes: 9/2023--Teachers are linked to PBIS Rewards; it has been used for referrals and data is being tracked. May need to revisit how to document minors in the program. Behavior data will be reviewed in November, February, and April SIT meetings.

3/2023--the SIT decided to purchase PBIS rewards for the upcoming school year which includes not only a rewards system to recognize students, but has a major referral and minor documentation system built in.

12/22--All staff have been using Educator's Handbook consistently to document minor behaviors and ODR

8/17/22--Teachers and staff were trained on Educator's Handbook and how to utilize this tool. Administration gets automatic texts/emails when a referral is made; teachers are able to track minor issues in the classroom and the actions they take as a result.

10/7/22 A professional development session with teachers will be held to address equity and working with students from different backgrounds to support their work with all students in the class setting and to support the growth of those subgroups.

Lamonica Tillery

01/31/2024

Notes: 8/2023--All staff completed the Level 1 equity training modules pushed out by the district; the ILT will work to determine a time for our staff to complete Level 2.

10/5/22 Classroom or Morning meetings are scheduled for at least 10 minutes of each day for teachers to review and teach expectations, build a classroom community, and address any areas of concern for their classes.

Patricia Weaver

01/31/2024

Notes: 9/2023--training was provided during the workdays; the district also provided an SEL resource for teachers to use

5/2023: the SIT approved the master schedule for the upcoming school year. To maximize instructional time we will transition to classroom meetings by teacher based on when there is a brief opening in the instructional day. Teachers will receive training during the workdays on how to facilitate the daily meeting as well as access to a folder of digital resources to use in planning. The classroom meeting will remain a part of the weekly lesson plan as a required component.

1/23--an additional professional development is scheduled for next month to provide additional training and support for teachers with implementing the morning meetings; walk-through data indicates that implementation is not consistent or school-wide

8/17/22--All staff were trained on what a morning meeting is, and how to implement the morning meetings and were provided a wealth of resources to be used to facilitate a daily morning meeting.

10/5/22 Grade levels will collaborate to establish a recess/playground management system to ensure equity in access to different areas available and adequate supervision of all students throughout the recess period which will be monitored by administrative walk-throughs during recess time.

Complete 09/25/2023

Department Chairs

10/30/2024

Notes: 9/2023--Each grade has a plan in place for recess; teachers are actively monitoring and spread out to provide appropriate supervision.

8/15/22--Teachers were tasked with discussing and developing this plan as a team after completing the playground/recess safety training. Suggestions were provided for teams to consider.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently grade levels and departments plan collaboratively after school on Mondays using resources provided by the district and school instructional team. Each grade level team also participate in a weekly 90-minute PLC to review lessons, best practices for instruction and to assist teachers with any materials needed to execute the lessons as designed. During grade level planning meetings, each grade develops a whole group lesson outline and contributes small group resources for the team to utilize in planning.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		Grade levels and departments will plan collaboratively after school using resources provided by the district and school instructional team; each member of the team will leave with a plan, resources and ideas on how to implement with best practices. Each grade level team will also participate in a weekly 90-minute PLC to review lessons, best practices for instruction and to assist teachers with any materials needed to execute the lessons as designed. Teachers will work collaboratively to gather resources and materials for small group instruction and remediation. Evidence of these activities will be provided through the shared ARES Lesson planning folder, grade level minutes and PLC minutes. The 2024 TWCS will reflect that there has been growth in this area.		Melanie Baker	01/30/2024
<i>Actions</i>			2 of 6 (33%)		
	3/28/23	All teachers will be provided access to the district Canvas course which will enable them to retrieve unpacking documents, unit guides, and other resources to support standards-based instruction. Training on how to utilize these resources and how to plan accordingly will be provided via PLCs	Complete 04/27/2023	Melanie Baker	04/30/2023

Notes: March 2023--one identified area of weakness is ensuring that new hires throughout the year are connected to all of the district resources and provided support on how to access, implement and utilize these resources and tools. The ILT has created an on-boarding checklist for all new employees that will be utilized throughout the year anytime a staff member is certified.

January 2023--hard copies of the unpacking documents have been provided to teachers upon request to support whole group planning and instruction. Grade-levels continue to utilize the unpacking document during planning to understand the standards and how to teach them.

November 2022--lesson plan format was updated to include links to the district resources for each subject's standards and teachers are expected to write in student friendly terms the learning goal for the lesson in their plans; the ILT will utilize these resources to ensure plans are aligned with standards.

September 2022--during PLCs teachers were provided additional support with accessing information and resources about standards for each subject; instructional coaches modeled how to utilize the unpacking document to understand the standards and plan for them accordingly using the district resources. ILT visited grade-level planning sessions to answer questions and provide support on how to utilize the standards to plan.

Aug 2022: August 2022--all teachers received access to the Elementary Ed Canvas Course and a brief overview of the updates that have been made for the current school year to assist them in planning

10/3/22

Weekly collaborative grade-level planning (monthly departmental planning) using district and school-provided templates and minutes. All minutes from these sessions including resources will be housed in a Google Shared Drive to promote collaboration. The instructional team will support these sessions on a rotating basis.

Complete 04/27/2023

Department Chairs

05/30/2023

Notes: 1/26/23--Grade levels continue to meet on Mondays to plan the whole group collaboratively, but minutes are not being taken consistently

10/27/2022- New grade level plans, looking at the whole plan. Seeing what works, and what doesn't work. More dialog in lesson planning amount grade levels.

9/13/22-9/23/22: PLCs focused on additional support with what collaborative grade level planning looks like and how it should be facilitated.

9/12/22: First collaborative grade level planning sessions were held; teams were provided a grade level format to follow.

8/22/22--school's master schedule and campus management plan provides the time to make this happen; grade level and departmental PLCS have occurred to train staff on expectations and to provide resources to facilitate these weekly meetings.

3/28/23 To ensure student engagement and that tasks are aligned with identified standards, teachers will identify opportunities in their plans to incorporate high-yield strategies to deeply engage students in content as well as possible student misconceptions.

Department Chairs

11/30/2023

Notes: April 2023- District Instructional Coaches identified Areas for growth in their Walk through as follows: Independent practice: standards-aligned activities, rigorous and engaging activities
Lack of student collaboration/high-yield strategies
November 2022--the focus of walk-throughs for the next six weeks will be observing the use of high-yield strategies during instruction to engage students and collecting data on use of high-yield strategies during instructional time to engage learners

October 2022--professional development was provided during PLCs on high-yield strategies: Higher Order Thinking/Questioning, Distributed Summarizing, Numbered Heads/Collaborative Pairs

10/18/22	Grade-level teams will plan whole group instruction after school on a designated day each week with a specific focus on analyzing the standards and learning goals for the current unit of instruction; teams will discuss strategies for teaching and which district-approved resources will be used. Teachers will submit individual lesson plans by 4 pm on Sundays; the ILT will review and provide feedback as needed.		Lisa Popish	11/30/2023
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Notes: 9/25/23--analyze the amount of teachers turning in lessons on time; teams highlighting standards for the day (1-2 standards focused), planning for specific I Can statements; and specifically indicating where the high-yield strategies will be used

4/27/23- Planning within each grade level needs to be completed on a more consistent basis. Looking forward, Wording changed from after school on Mondays, to after school on designated days. To ensure student engagement and that tasks are aligned with identified standards, teachers will identify opportunities in their plans to incorporate high-yield strategies to deeply engage students in content as well as possible student misconceptions.

District Instructional Coaches identified Areas for growth in their Walk through as follows: Independent practice: standards-aligned activities, rigorous and engaging activities, Lack of student collaboration/high-yield strategies

1/26/23--the new master schedule went into effect on 1/9/23 and tutoring started on 1/23/23. All students are receiving small group support in math and reading at least 3x a week. Teachers collaborate on whole group plans Monday after school and spend PLCs on Tuesdays collaborating and planning small groups across the grade.

12/19/22-The Master schedule was revised to allow for additional tutoring and selected students from 3-5 to receive additional assistance using the allotted online tutors.

11/2022-updated lesson plan format has been shared with teachers; each teacher is responsible for tailoring their lessons to their classes' needs after whole group planning and will now submit by 4pm Sundays to a Google Classroom as an assignment.

10/27/2022- The lesson plan format will be updated, the lesson is not being fully implemented the way that it is fully designed. Grade levels need more in-depth planning in order for teachers to make growth in students. Teachers need more detailed plans.

Week of Sept. 10, 2022--professional development was provided to teachers during PLC on the small group planning template, resources to be utilized for planning, and how to differentiate instruction based on classroom data. Time for weekly grade-level planning is reflected in the SIP and expectations for what this time should look like is reviewed with teachers. The ILT will attend grade-level meetings to provide additional support as needed. A google drive for teachers to drop lesson plans has been created and shared.

August 24-25, 2022: Grade-level planning expectations were reviewed with teams, and resources for planning including a grade-level lesson plan template and a grade-level checklist were shared with all teachers.

3/28/23	Small group instruction and differentiation: teachers will analyze student work from the lesson to determine next steps during whole group instruction (guiding questions, scaffolding, additional tasks) as well as analyze student work and post-test data to group students' actions.		Lisa Popish	12/30/2023
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Notes: January 2023--PLC focus was on utilizing data and standards to plan small group instruction for all students. Teachers were asked to bring a work sample from something that they had been assigned in the previous week; teachers worked collaboratively to analyze standards to determine if the work was aligned to the standard.

3/28/23	The ILT will complete walk-throughs using I-Rounds to observe teacher use of the district resources that are aligned with standards for the unit being taught and will also coordinate peer observations as needed; after determining this is done with fidelity a focus will shift to how teachers' consistently communicate learning targets with students, activate prior knowledge and provide student grappling opportunities which will also be monitored through walk-through data collection.		Stephanie Matarese	12/30/2023
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Notes: September 2022--ILT develops a weekly walk-through schedule that assigns each team member, several individuals, to visit and 1-2 grades per week to visit as a team; a walk-through instrument is developed to share feedback with teachers

October 2022--teachers identified as struggling with delivering standards-based instruction are scheduled to visit model teachers for peer observations to see what is discussed at grade level put into action

November 2022—ILT adjusts walk-through schedule to a monthly basis for consistency and follow-through; each ILT is assigned 4 teachers based on needs to visit and each grade level is assigned a week for a team walk-through.

February 2023—district ILT member visits 3-5 PLCs to further dive into unpacking standards and using the information as a part of planning purposes; the school-based ILT develops a plan for expanding this PD further with 3-5 and incorporating K-2.

April 2023--district instructional coaches and leadership spent the morning completing walk-throughs and providing feedback on trends observed. Information from this visit was shared with teachers and the SIT.

April 6, 2023:

Positive school trends:

- ~Small groups are in place and run well
- ~Calendar/Number of the Day Math, Math Mysteries/Explorers
- ~SQR strategy for reading passages
- ~Great use of Instructional Assistants
- ~Small groups by grade level data to meet all student needs
- ~Overall lessons are standards-aligned
- ~Student behavior was highly praised
- ~DOK and planning of questioning during whole or small group instruction

Areas for growth/next steps:

Independent practice: standards-aligned activities, rigorous and engaging activities

Lack of student collaboration/high-yield strategies

Successmaker:

All students completing at one time (except for those in small group)

Amount of time spent on Successmaker questioned

More peer observations in-house would be beneficial to teacher growth

Does the actual lesson match the depth of the lesson plan

Following a schedule consistently & maintaining appropriate pacing

Many of these can be addressed by the fall, or early December of 23-24 SY.

Sept 2023--I Round and walk-through schedule has been developed and

is being implemented; data will be reviewed with SIT next month. Strategies for planning to support this indicator were discussed.

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>		<p>Link to CCS Strategic Priorities: 1D, Create Tiers of Service:</p> <p>Currently, our staff is accustomed to providing tiered interventions for students who are experiencing academic struggles. Grade-level teams collaborate to identify and implement tier 2 interventions based on a student's academic data and adjust the interventions as needed based on progress or lack thereof. These interventions consist of differentiated instruction in a small group format. If the 2 interventions do not meet the need of a student, tier 3 interventions would be discussed, assigned, and monitored through the MTSS/SST Teams. If the student continues to struggle, he/she would ultimately be referred to the IEP Team for testing and determination if he/she qualified for EC services. These interventions are very important in identifying and meeting the needs of our English Language Students and our Students with Disabilities. Both of these groups have struggled academically behind other students in our school. The tiered interventions and services will help us identify and meet the student's specific needs.</p>	Limited Development 10/07/2022		

<p>How it will look when fully met:</p>	<p>Teachers will continue to collaborate with their grade-level team and the instructional team to identify students that need to be referred to MTSS for additional support in reading, math or SEL. The MTSS team which includes the grade-level teachers will work to identify barriers to progress, analyze data and put interventions into place to support the whole child. This process is imperative to identifying barriers for our students that are ELL or EDS; additionally, it assists in identifying SWD that may need support in other areas. The MTSS team will support the teacher in implementing and tracking these students and their interventions; the team will meet back to review PEPs and determine the next steps based on each individual student's progress using progress monitoring data. Students that do not make adequate progress will have interventions adjusted or will be bumped to Tier 3 supports moving forward; through this process the team will also be able to determine which students should be referred to SST for a possible referral for additional support beyond MTSS. MTSS referral and SST referral will collect data on students receiving interventions and being referred for possible EC services, PEPs for students will be stored in a teacher folder within the staff shared drive and placed in student cumulative folders, and data will show growth in identified subgroups (Blacks, SWD, ELL and AIG).</p>		<p>Patricia Weaver</p>	<p>12/15/2023</p>
<p>Actions</p>		<p>4 of 8 (50%)</p>		
<p>10/10/22</p>	<p>Students identified as American Indian will receive tutoring support 1x a week with a certified teacher to help close the achievement gap.</p>	<p>Complete 02/24/2023</p>	<p>Connie Ramos</p>	<p>03/30/2023</p>
<p><i>Notes:</i> 1/26/23--the two teachers hired are serving students at other schools (assigned by the Indian Ed office), but the tutor continues to come 1x a week to serve the students identified. Several parents have requested their students be removed from this service.</p> <p>10/27/2022- Two teachers on our staff have been hired through the Lumbee tribe to assist our students.</p> <p>10/10/22---tutor began serving students today; she was provided a list of identified students and best times to provide them with academic support that will not disrupt their learning in the regular ed classroom.</p>				

10/7/22	Tutoring push-in/pull-out during small group designated times: IAs and tutors will be assigned to grade levels to provide extra support with seeing students in math and reading in all grades. The goal is to see every student at least 3x a week in each subject with this additional support.	Complete 03/30/2023	Lisa Popish	03/30/2023
<p><i>Notes:</i> 3/30/23--Tutoring groups are seen consistently with our remediation staff; IAs are seeing groups consistently unless pulled to sub/cover (usually at least 3 days a week they are seeing their groups). Data supports that the work of these staff members is positively impacting the growth of our students. Planning for 23/24, we will bring back our remediation staff which will focus on services for 2-5 (Title I and Remediation funds) and IAs will serve K-1 next year. Our focus will continue to be on in-school tutoring and small group so that all students receive that support 3x a week at a minimum.</p> <p>1/26/23--updated tutoring and IA schedules have been developed to maximize all adult support for all grades throughout the building; a link has been added to the master schedule. Grade level teams have worked together to assign students to groups and plan instruction accordingly.</p> <p>12/19/22--WIN time will be discontinued and the school will transition to an hour of math block of small group and an hour of reading block small group starting in January.</p> <p>12/1/2022- K-3 EC teacher is pulling ELA during the WIN time which allows students to remain in class during general education during their whole group and small group time.</p> <p>10/3/22--Certified tutors will begin reading remediation in grades 1-5 using reading plans, MClass lessons and other district provided resources based on BOY data.</p> <p>9/12/22--WIN IAs started pulling students and pushing into classes to support implementation; planning for WIN is a focus of PLCs for the next two weeks.</p>				

10/7/22	<p>Monthly grade-level MTSS meetings with the MTSS Coordinator and Instructional Team to review student data and follow up on interventions that have been put in place; the team will review PEPs and modify interventions as needed. The team will also determine which students should move on to SST (those making minimal progress). Additionally, the team will reach out to other stakeholders when other barriers to learning or progress are identified.</p>	Complete 05/22/2023	Grade Level MTSS Leader	05/24/2023
<p><i>Notes:</i> 5/22/2023: the master schedule for next year was approved by SIT; grade-level MTSS teams will meet the first Thursday of each month to discuss student concerns, develop PEPs, consider additional strategies to support students and to determine students that may need support beyond a PEP.</p> <p>3/2023: the school interventionist continued to work with teachers on monitoring and updating PEPs to ensure students are meeting goals and those that continue to struggle either have their intervention adjusted or are referred to SST. The interventionist also played an important part in SST meetings. Looking into next school year, the MTSS and SST chairperson will be served by one person to streamline the process for our teachers.</p> <p>12/2022: The MTSS team for each grade met at least once if not twice a month with the goal of identifying students in need of additional academic, social-emotional, behavior or other support. Grade-level teams worked with our interventionist to develop PEPs and to determine which students needed additional support through the SST process.</p>				
10/7/22	<p>Grade Levels will meet with the Instructional Leadership Team after each benchmark window to analyze data and determine instructional focus areas. These data meetings will help determine tier 3 intervention needs, in-school tutoring needs, and how to improve the academic progress of students</p>	Complete 05/22/2023	Stephanie Matarese	05/30/2023

Notes: 5/22/23--3-5 grades met again after the March benchmark to analyze data, to plan small group instruction and tutoring. Standards where most students struggled were identified and plans were made to target these standards intensively in the coming weeks.

1/26/23--3-5 Data day is scheduled for 1/27/23 and K-2 is scheduled for 2/3/23

9/26/22--Remediation/Title II plans have been submitted to the district and approved to provide 2 data days for all K-5 teachers; SIT agreed that Title I money would be used to supplement the additional costs that will not be covered with the Title II money.

10/7/22 Classroom teacher, Grade Level MTSS or SST will evaluate the effectiveness of tier 2 and 3 interventions. Student progress monitoring and/or pre-test and post-test data will be used to determine the effectiveness of the intervention. Students in Tier 2 that are not making progress will be moved to Tier 3 and referred to SST.

Lisa Popish

11/30/2023

Notes: 5/2023: the team continued to monitor PEPs through the spring and make referrals as needed; students that may continue to need additional support in the upcoming school year were referred to a "hotlist" to ensure they are followed up on immediately.

1/26/23--referrals for students not making progress with interventions have been made and the team is holding meetings on Wed and Thurs to address their needs. Two data days have been scheduled to review and deep dive into further planning: 1/27 and 2/3.

12/1/2022- MTSS has address the interventions tools and they now match the progress monitoring. And teachers are submitting names of students that are not making adequate growth.

10/27/2022- Title 1 teachers just started with their Tier 2 and Tier 3 interventions at the beginning of October. We will look at the data and present it at the next meeting. The MTSS teams will be meeting Monday, the progress monitoring tool is not matching the intervention.

10/10/22 Classroom teachers will collaborate with EC teachers and specialists to ensure students are making progress towards IEP goals in the regular education setting and that their independent work is differentiated appropriately to meet their needs.

Rhonda Richardson

12/15/2023

Notes: 12/01/2022- A professional development was given to staff on how to access a students IEP in ECATS, along with suggestions on how to meet an EC students accommodations and modifications. Materials were given to teachers to help aid in the modification of students work, in order to ensure success for EC students within the general education classroom.

10/27/2022- EC Resource teachers will do a presentation on how to accommodate the students in their classroom and legally follow their IEPs.

10/18/22 To strategically support our SWD who historically are underperforming other subgroups, the master schedule has been designed to minimize the time students are pulled from the whole group and teacher-led small groups with their regular education teacher but to also ensure that their services are provided with the EC resource teachers. Title I and Remediation funds will be utilized to hire additional certified tutors to support small group instruction to ensure students that receive maxed-out services still have the opportunity to receive additional support with either a tutor or their teacher.

Lisa Popish

12/15/2023

Notes: January 2023--EC resource teachers have created revised schedules around the new master schedule; our EC students now have more opportunities to receive small group instruction from their HR teacher as well as the EC resource teacher.

October 2022--three certified remediation teachers joined the staff to provide remediation 5 hours a day for 3 days a week; four instructional assistants support remediation and enrichment by also providing support to teachers during remediation/enrichment 4 days a week. All tutors (certified and IAs) received professional development on best practices for small group and the plans used for these groups are data-driven and developed by the teacher and MTSS coordinator.

August 2022--the master schedule is approved by SIT; a meeting with administration and EC team members was held to review expectations for scheduling services that minimize disruption to learning in the regular education classroom.

10/7/22 Small Group Planning--each teacher will use assessment data to create and plan for daily small groups that will take place during a scheduled hour small group of the instructional block in math and reading (Science for 5th Grade).

Grade Level Chairs

12/31/2023

Notes: 1/27 & 2/3, 2023: grade level teams met with instructional leadership to deep dive into mid-year data and plan small groups for the next quarter based on the data and needs of the students.

12/01/2022- Math team met to explore the math block. It was discussed to continue to use the math explorers. Math explores could be used as a station for the students. Morning work would be drop everything and read. An hour will be included on the master schedule for both reading and math in grades K-4 and 30 minutes in all three subjects in 5th grade.

10/27/2022- Teachers are struggling getting through the whole group, we need to start looking at the core only for wonders so that more time can be allotted for the small group.

9/19/22--focus of PLCs is planning for and implementing small group instruction; lesson plan format shared with teachers, resources to be utilized, etc.

	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:			ARES is a PBIS school and each classroom has a calm-down corner for students to use as needed; counselors provide weekly SEL lessons to all classrooms. Teachers discuss and develop interventions for students through MTSS that are struggling with Tier I SEL supports. Teachers utilize student services staff for additional support as needed.	Limited Development 09/22/2022		
How it will look when fully met:			ARES will be an Exemplar PBIS school (through consistency with teaching, modeling and reinforcing school-wide expectations and implementing the PBIS practices as determined by the PBIS team). ODRs will be reduced by 25%. Each teacher will not only have a calm-down corner for students to use as needed, but they will understand how to implement these consistently in the classroom to support students' emotional needs. Counselors will provide at least bi-weekly SEL lessons to all classrooms; these lessons will be based on feedback from teachers on what areas students need support with. Teachers will know how to identify a student in distress and de-escalate a situation; teachers will consistently discuss, develop and effectively implement targeted interventions for students that are struggling despite school-wide systems. Student services staff will support students and staff as needed and will implement Tier 2 programming such as mentoring and CI/CO systems.		Lisa Popish	01/29/2024
Actions				6 of 7 (86%)		
9/26/22	Counselors will provide SEL support through classroom guidance using lessons based on classroom needs or grade-level needs.	Complete 12/01/2022	Patricia Weaver	12/15/2022		
	<p><i>Notes:</i> 12/1/2022- Counselors are frequently checking with teachers and student to maintain a relationships and offer lessons that help with the SEL needs of all students on campus.</p> <p>11/14/22--both school counselors continue to see classes weekly providing there are no crisis situations that demand their attention; they have done a great job tailoring their lessons to the needs of the grade and/or classrooms.</p> <p>9/12/22--both school counselors are visiting classes weekly as time permits to deliver SEL lessons.</p>					
9/26/22	A digital referral system will be used to collect school-wide data on minor disciplinary concerns as well as Office Discipline Referrals.	Complete 12/01/2022	Stephanie Matarese	12/20/2022		

Notes: 12/1/2022- The educators handbook is being used by the teachers on a regular basis to handle the office referrals.

10/6/22--School Culture team reviewed data collected thus far to discuss the next steps with the implementation of PBIS and Tier 2 supports. Information on individualized behavior contracts was shared with teachers as well as a variety of editable contracts that teachers can utilize as needed.

9/23/22--Teachers are using Educator's Handbook to report major behavior concerns to the administration and are using it to track minor incidents at the classroom level.

8/23/22--Teachers were provided log-in information and time to familiarize themselves with the system.

10/4/22 Teachers will submit referrals to MTSS Coordinator for any students continuously struggling with meeting SEL expectations to get support with implementing Tier 2 and Tier 3 supports.

Complete 03/01/2023

Carrie Podobinski

03/01/2023

Notes: 3/30/23--SST has met on several students that are at Tier 2/3 interventions regarding behavior and/or SEL. The team has worked with the teacher and family to tailor interventions to students and to determine additional actions that could be taken to support the student.

1/26/23--students with significant behaviors that have not responded to strategies thru MTSS have been referred to SST for further support.

12/1/2022- Staff are referring behaviors to MTSS. There was a question on who it goes to after the referral.

11/14--MTSS follow-up meeting to adjust tutoring plans, ensure PEPs are completed and updated, discussion of next steps for students not making progress.

10/10--Reading plans and PEP information was provided; teachers were provided training on how to identify students and how to prepare documents as part of MTSS

9/24--first round of MTSS meetings was held with grade-levels; how to submit referrals was shared

12/1/22	MFLAC comes twice weekly to help with students that are impacted by parents serving in the military. She help to facilitate school wide activities to support military children and their families.	Complete 04/27/2023	Lamonica Tillery	05/01/2023
<p><i>Notes:</i> 4/27/23--Our MFLAC has continued to work with our identified students in small groups and collaborates regularly with our military liaison.</p> <p>1/26/23--MFLAC does come at least 2x a week and is pulling small groups for military-connected students that have parent consent for participation; she also consults with the military liaison at the school regarding student needs.</p>				
3/31/23	School-wide expectations of greeting students will be implemented. Staff on duty will greet students getting out of cars and off of the buses. Teachers will stand in their doorway to greet students and to complete check-in. The goal will be to screen students in the morning for any concerns, to build a welcoming environment and positive relationships	Complete 09/25/2023	Lamonica Tillery	09/30/2023
<p><i>Notes:</i> 5/24/2023: PBIS team will create resources for each teacher to facilitate this for the 23/24 SY.</p> <p>The PBIS team will provide brief training to all staff during the workdays 3/30/23: SIT voted to include this action as part of the indicator; the team will schedule a brief PD at the next staff meeting that reviews the expectation and how to implement this practice effectively school-wide.</p>				
9/26/22	School-wide PBIS Implementation: PAWS behavior expectations are taught, modeled, and reinforced in all areas of the building. PBIS Incentives will be used to reinforce students meeting/exceeding behavior expectations. The PBIS team will determine the incentives and recognitions each year based on data and feedback from students and staff. Students will have the opportunity to earn individual rewards as well as whole school or group rewards as outlined by the team each year.	Complete 09/25/2023	Lisa Popish	10/31/2023

Notes: 5/22/23- The indicator will need to be updated to reflect the "PBIS rewards" system replacing Class Dojo- if decided by the SIT Team for the 2023-24 school year. Date altered to reflect an ongoing effort to maintain this indicator

10/31/22--First Quarter PBIS Celebrations were held for students that met the quarterly goal; not all teachers were consistent with their use of DoJo and a meeting was held with those teachers to ensure that they know how to implement Class DoJo. Another check will be done during Q2.

9/9/22--School-wide PBIS Kick-off assemblies with students were held

8/23/22--PBIS Team led 3 hours of professional development on PBIS expectations, practices, routines, etc. with all staff

9/26/22 Daily classroom or Morning Meetings will be implemented to address SEL needs and to create a community within the classroom.

Lamonica Tillery

02/29/2024

Notes: 5/24/2023- Based on next year's master schedule; each teacher will have a scheduled time to have a "Classroom Meeting" to address this action rather than the whole school setting aside time first thing in the morning. Also, Class meeting information/plan/resources will continue to be included in the lesson plans

12/1/2022- Professional development will be provided to staff on how to conduct a morning meeting in grade K-2 and 3-5.

8/23/22--Training and resources on what a morning meeting is, how to conduct one and what it looks like was provided to all homeroom teachers; a block of time is carved into the daily master schedule to allow teachers time to implement morning meetings

	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
<i>Initial Assessment:</i>			Currently ARES provides the following opportunities to support transitions: Beginner's Day for rising Kindergartners, 6th Grade Orientation for 5th graders transitioning to middle school, a hot list through SST to identify students that need to be followed up on immediately in the new school year and the use of Class Composer to create a snapshot of students for the next year's teacher. Additionally, the final family engagement night of the school year is scheduled to be an end of year/transition event where families are provided resources for the summer and have the opportunity to engage with teachers in the next grade level.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>			ARES will continue to provide the following opportunities to support transitions: Beginner's Day for rising Kindergartners, 6th Grade Orientation for 5th graders transitioning to middle school, a hot list through SST to identify students that need to be followed up on immediately in the new school year and the use of Class Composer to create a snapshot of students for the next year's teacher. Additionally, the final family engagement night of the school year is scheduled to be an end-of-year/transition event where families are provided resources for the summer and have the opportunity to engage with teachers in the next grade level. Grade levels will also engage in vertical planning sessions at least 3x a year to plan field trips, activities and to determine gaps between grades.		Melanie Baker	05/26/2024
Actions				3 of 4 (75%)		
		10/13/22	Teachers will participate in class building and data transfer for the upcoming school year to ensure classes are set up equitably and teachers have the background information needed on each student to start targeted support at the beginning of the school year.	Complete 06/08/2023	Lisa Popish	06/30/2023

Notes: 5/2023--Class composer was purchased by the PTA and teachers were provided time to upload information about each student that will be used to build equitable classes for the upcoming year based on student needs. Grade-levels will meet collaboratively during the workdays to finalize next year's class rosters. Administration will approve rosters after this process. The MTSS and SST teams also created a hotlist based on students that need additional follow-up at the start of next school year; the SST chairperson and 504 chairperson completed records transfers to the middle school as well.

3/30/23--The team voted to purchase Class Composer again to build classes for next year; a brief PD session will be held at a May PLC to ensure teacher understand how to use the program consistently and in an equitable manner. Teachers will meet as teams to build classes at the end of the school year.

8/2022--Teachers received access to the digital notecards through Class Composer on all students on their rosters.

5/2022--Each grade-level used Class Composer to compile data on their students, the worked collaboratively as team using the program to build next year's rosters. This process allowed us to ensure classes were created equitably, that students were meaningfully placed and that teachers would also have a snapshot of end of year data to review at the beginning of the next year.

10/13/22

Transition Events: Beginner's Day (day of activities and resources provided to families to ease the transition into Kindergarten for the upcoming school year), Open House (all families PreK-5 receive the opportunity to meet the teacher, review expectations for the year and receive information on grade-level content/resources), 6th Grade Orientation (in coordination with feeder middle schools to ensure a smooth transition from the elementary to middle school level); End of Year Transition Night (students and families will have the opportunity to meet with teachers in the grade they are being promoted to, resources for continued growth over the summer will be shared and what to do to be prepared for the next year will be provided).

Complete 05/22/2023

Student Success
Team Chairperson

05/25/2025

Notes: 8/25/22--Open House for the 22/23 school year was held in person; students and their families were able to meet teachers and key staff, become familiar with our building and receive information about important school-related items such as transportation, PTA, club opportunities, etc. Every student was provided a book upon departure.

10/13/22	Vertical Teams will meet in a planning session at least 2x a year to discuss standards and alignment across grade levels so that throughout the elementary experience students are exposed to a wide variety of field trips, cultural opportunities, and experiences and to help fill gaps in instruction between grade-levels.		Lisa Popish	05/25/2025
<i>Notes:</i>				
10/13/22	End of Year Transition Activities (Welcome to Kindergarten for rising Kinder students and EOY/Summer Resources for currently enrolled students) will be planned by the staff to support students transition to the next grade level.	Complete 05/03/2023	Schoolwide Success Team Chairperson-- Klenert	05/25/2025
<i>Notes:</i> 5/3/23--Kindergarten Showcase was held; students visited classrooms and participated in activities while parents were included in an informational session. Information regarding EOY assessments and summer resources were shared with all families digitally and hands-on materials were sent home with every student in the school.				

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>		The principal, assistant principal, and instructional coaches meet at least 2x a month to discuss school improvement, areas of concern, and progress on action steps. The team has a form that is utilized for walk-throughs of classes as part of evaluating effective practices in the classroom environment.	Limited Development 08/09/2022		
<i>How it will look when fully met:</i>		The Leadership Team will consist of the principal, assistant principal, instructional coaches, MTSS coordinator, SIT chair, and Student Services chairperson that meet at least 2x a month; grade-level chairs will attend at least one meeting a month. The Leadership team will review the SIP, review actions and implementation of initiatives as well as data collected regarding effective practices in the classrooms.		Stephanie Matarese	12/02/2024
Actions			0 of 2 (0%)		
	8/9/22	A schedule of leadership team meetings will be made so all members are aware of when meetings are occurring. The agenda for each meeting will be housed in a shared agenda/minutes folder used by the school so members are prepared to come into the meeting.		Lamonica Tillery	11/30/2024
	<i>Notes:</i> 8/9/22--action created; school handbook already indicates the day of the week that these meetings will take place. Meeting time and actual dates will be added to the ARES Staff Google Calendar.				
	10/13/22	Team will develop a tracking tool that will help collect data to determine effectiveness of interventions including but not limited to: PBIS, Small Group Instruction, Time on Task, Aligned Instruction, High Yield Strategies, Differentiation		Stephanie Matarese	11/30/2024
	<i>Notes:</i>				
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
<p><i>Initial Assessment:</i></p>			<p>Link to CCS Strategic Priorities: 2C: Develop talent pathways and data-driven professional learning; Our school is in the first full year with a new principal, one new instructional coach, a new interventionist, new student services support staff, and over 15 new teachers in the past two years. We are redesigning the decision-making process so all stakeholders have a voice and are part of the decision-making process. We will create multiple opportunities for leadership throughout the building including but not limited to serving as SIT representative, Grade-Level chair, Singapore Math Team, Correlate Chairperson, leading school-based PD, and sponsoring a club/activity/event. Our master schedule will provide daily planning time across grades and a weekly PLC of 90 minutes for collaboration; our school campus management plan will include time on Thursday afternoons to conduct campus-based PD, hold correlate team meetings and SIT; Mondays will be reserved for grade-level planning with the support of the instructional team.</p>	<p>Limited Development 10/18/2022</p>		

<p>How it will look when fully met:</p>	<p>Teams, their purpose, the master schedule, and all necessary items to facilitate a distributed leadership model will be outlined in the staff handbook including a schedule of when teams will meet. Each team will have a specific role and purpose; each team will have at minimum a chairperson and a recorder/timekeeper; each team will follow norms as established by the SIT; each team will utilize an agenda and take minutes at its meetings which will be stored in the school shared folder for access by all staff; each team will report back to administration and SIT as required to plan and implement necessary actions to support the work of the team. A member of the instructional leadership team will serve on each identified team in the building as a resource. Teams will work together as needed to ensure full implementation of MTSS and progress with SIP goals.</p>		<p>Stephanie Matarese</p>	<p>05/26/2024</p>
<p>Actions</p>		<p>5 of 6 (83%)</p>		
<p>10/18/22</p>	<p>Leadership among grade-level teams will be distributed among members: one member will serve as SIT representative (elected), one member will serve as grade-level chair and one member will serve as the Singapore Math team representative to ensure multiple staff have the opportunity to grow in the area of leadership.</p>	<p>Complete 08/30/2022</p>	<p>Grade Level Teams</p>	<p>08/30/2022</p>

Notes: August 24, 22--Grade-level chairs met with school administration to review expectations as the grade-level or department leader; chairs were equipped with a list of responsibilities and were provided the opportunity to ask questions and engage in discussion of leadership practices moving forward.

July 2022--The Singapore Math team met for the day to discuss their role, to collaborate and plan based on standards for each grade, and to put together math kits for each classroom.

June 2022--SIT representatives were elected by team members for the 22/23 school year; teachers submitted an application to serve as the Singapore Math representative and the administrative team appointed grade-level chairs that have demonstrated leadership abilities and selected the Singapore Math representatives from those that applied. The first 30 minutes of the SIT retreat involved reviewing the purpose of SIT, member roles, and by-laws to ensure effective leadership by all members.

10/18/22 Correlate Teams will be created in the following areas:
 Purpose & Direction
 Data, Resources & Technology
 Home/School/Community Relations
 School Culture
 Each staff member on the payroll will be assigned to a team; staff will be able to indicate their preference at the end of each year as to which team they will serve on.

Complete 08/30/2022

Kamin Burns

08/31/2022

Notes: Sept. 30, 22--The School Culture Team which is responsible for PBIS has met, and revamped the school-wide PBIS initiative, trained staff, providing resources and information for implementation. The Purpose and Direction team planned and successfully facilitated the Title I/Curriculum night activities as part of September's family engagement night.

Aug 23, 2022--correlate teams met for the first time, reviewed norms, voted on correlate leaders, and started to divide up tasks for the year between team members to ensure all staff is active participants in contributing to the work of the correlate team. Each team has a folder housed in the staff-shared drive to take minutes, and keep resources and information created throughout their work.

Aug 12, 22--new employees were assigned to correlate teams to ensure equity in representation across the building

June 24, 2022--staff requests for which correlate team they preferred were reviewed and honored as much as possible; when unable to honor the first choice decision on placement was based on seniority. The SIT reviewed the membership of all four correlates to ensure representation from each area of the building/all departments and also created a list of tasks that each team would be responsible for.

10/18/22 Grade Level teams will meet weekly on a designated day to plan together and also for their resource time one day during the week with the Instructional Leadership Team to collaboratively plan instruction and share ideas/best practices.

Complete 05/22/2023

Instructional Coaches

05/25/2023

Notes: 5/2023: Grade-level teams met each Monday after school to plan collaboratively and then weekly during their resource time with the ILT. This was an effective practice for our school. Teachers were able to share best practices in implementing strategies in the classroom, stay on pace with using district resources and provide support with the planning process. Next year, teachers will meet weekly during their resource time on Thursdays and after school for planning on Tuesdays.

Week of 8/22/22: Grade-level teams met with the instructional team to review norms, expectations, and resources to be used in collaborative planning; the meeting also reviewed when the meetings are scheduled (Mondays after-school for grade-level planning, 90 Minute PLCs scheduled by grade on Tues-Fri)

5/25/23	<p>Each department or grade-level in the building will have a chairperson and a SIT representative. The chairperson will be determined by the grade-level with admin approval and the SIT representative will be voted on by the team. Each grade-level team will also have a Singapore Math Lead. The goal is that on each team, these roles are fulfilled by different staff to ensure leadership opportunities for as many staff as possible. Each staff member will also be required to serve on a School Success Team; each team will be charged with school-wide responsibilities and tasks according to what is planned and outlined by the SIT team.</p>	Complete 06/08/2023	Stephanie Matarese	06/30/2023
<p><i>Notes:</i> 5/2023--the SIT determined that if a person needs to rotate off of SIT sooner than 2 years to ensure equal duties amongst a team that will be permitted. New members of SIT for the upcoming school year attended the May SIT meeting. SIT agrees that all staff will continue to serve on and contribute to one of the school success teams in the upcoming year. The tasks of each team will be reviewed and approved at the annual SIT retreat.</p> <p>8/2022--all information about roles and which staff will serve them were added to the staff handbook; additionally, this information and expectations were gone over with the whole staff.</p>				
10/18/22	<p>Grade-level teams will meet during their resource period once a month to review student data, progress with interventions in place and to discuss next steps as needed to support the growth of all students. The MTSS coordinator will take the lead during these meetings and will support teachers with the implementation of PEPs and resources needed to ensure interventions occur and that data is collected on effectiveness.</p>	Complete 05/22/2023	Grade Level MTSS Leader	10/31/2023

Notes: 5/22/2023: the master schedule for next year was approved by SIT; grade-level MTSS teams will meet the first Thursday of each month to discuss student concerns, develop PEPs, consider additional strategies to support students and to determine students that may need support beyond a PEP.

3/2023: the school interventionist continued to work with teachers on monitoring and updating PEPs to ensure students are meeting goals and those that continue to struggle either have their intervention adjusted or are referred to SST. The interventionist also played an important part in SST meetings. Looking into next school year, the MTSS and SST chairperson will be served by one person to streamline the process for our teachers.

12/2022: The MTSS team for each grade met at least once if not twice a month with the goal of identifying students in need of additional academic, social-emotional, behavior or other support. Grade-level teams worked with our interventionist to develop PEPs and to determine which students needed additional support through the SST process.

9/24/22--first meeting with the MTSS coordinator was held; a hot list of students was reviewed, the MTSS intervention referral form was shared and initial data for the first round of remediation was developed.

5/25/23 The SIT, the ILT, School Success Teams, Grade-Level Teams and any other teams formed for the purpose of supporting the SIP will:
 ~Develop written statements of purpose and by-laws for each team's operation.
 ~Be provided work plans for the year and specific work products to produce.
 ~Will prepare agendas for their meetings, maintain minutes, and catalog their work products.
 ~Maintain a file of the agendas, work products, and minutes of all teams.
 ~Be provided adequate time for teams to meet, conduct business, and meet the expectations of district and school policy.
 ~Insure that teams receive timely access to information, including student progress data and summaries of classroom observations, and any other information needed to carry out their mission.

Gwen Jennen

12/15/2023

Notes: 8/2022: all teams, their expectations and information on when each team will meet has been included in the staff handbook. This information was shared and reviewed with all staff. The leaders of each team met with the admin to review expectations and procedures for the year. Each team was provided a digital folder within the staff-shared folder to house agendas, minutes, and artifacts from their work.

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>		The principal and instructional leadership team currently conduct formal and peer observations as required by the state and complete walk-throughs of classrooms both individually and as a team; these activities are scheduled based on identified needs.	Limited Development 08/22/2022		
<i>How it will look when fully met:</i>		The principal and assistant principal will complete formal observations with written feedback based on each staff members observation/evaluation cycle; first round observations will be completed by the end of October; second round observations will be completed by mid-February and final observations will be completed by mid-April. The instructional leadership will complete walk-throughs as both a team and as individuals; informal written feedback will be provided via a Bear News postcard and the district I-Rounds form. The Instructional Team will meet monthly to determine the walk-through schedule based on data and needs observed. New staff and teachers will be the focus of the first month of school each year.		Stephanie Matarese	02/07/2025
Actions			1 of 3 (33%)		
	8/22/22	Bear News Notecards have been ordered and have arrived for Instructional Team members to leave informal feedback; the district has updated the I-Rounds form for the current school year which will also be utilized.	Complete 11/03/2023	Stephanie Matarese	12/19/2023

Notes: November 2023: the ILT continues to use Bear Notecards to give immediate feedback and praise as well as the I-Rounds form. The team meets at least 2x a month to discuss the data and to identify areas to focus on.

9/22--Bear Notecards have been given to all members of the ILT to leave positive notes and feedback to teachers when they visit.

8/22/22 Formal observations have been divided between the principal and assistant principal for the school year; both administrators have a near equal amount of beginning teachers/staff, staff, on comprehensive plans and staff on abbreviated plans.

Stephanie Matarese

12/30/2023

Notes: November 2023--Both administrators are on target for meeting deadlines for first-round observations; staff on comprehensive plans were the first priority followed by standard and abbreviated last.

12/22--all first-round observations and conferences have been completed.

10/3022--both administrators continue to provide more intensive support to assigned staff (disciplinary, observations, parent conferences/meetings, etc.); admin collaborates as needed.

8/22/22--the staff for the 22/23 school year has been assigned to the principal and AP; it has also been shared with staff so they know which administrator will observe them and work with them on their PDP. Additionally, the assigned administrator will serve for disciplinary needs and parent/teacher conference needs on a case-by-case situation to provide consistency.

9/26/22 Teacher walk-throughs: the instructional leadership team will designate grade levels to visit weekly as a team as well as individuals or grades to visit individually. The team has developed a Google Doc to provide written, immediate feedback that is shared with individual teachers; this walk-through tool mirrors the district's I-Round tool.

Stephanie Matarese

12/31/2023

Notes: 10/18/2022--the team continues to use the instructional walk-through tool to provide immediate feedback to teachers and helps the team engage in follow-up conversations; due to limited time the team has adjusted the walk-through schedule so that staff are assigned to team members for walk-thrus for a 2-3 week period

9/19/2022--digital walk-through tool was shared with the instructional team and will be used for the first time this week on the walk-through schedule.

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>		<p>Link to CCS Strategic Priorities 2C: Develop talent pathways and data driven professional learning</p> <p>The instructional leadership team looks at individual teachers, school-wide and district-standardized assessment data to determine areas that can be improved, to identify standards that need remediation, to determine which teachers need additional support, and to plan remedial support for students. The instructional leadership team will collect data during walk-throughs to determine the professional development and coaching needs of the staff. Data collected will be shared monthly with the school improvement team.</p>	Limited Development 10/18/2022		
<i>How it will look when fully met:</i>		The instructional leadership team will analyze student performance data and disaggregate information by subgroups to determine instructional areas of focus, standards for remediation, which teachers need additional support, and to determine how to support identified groups historically underperforming. Classroom observation data will be collected and disaggregated to show patterns of professional practice across the faculty; this information will be used to determine teachers that need additional support and to determine the professional development needs of staff. Information based on the analysis of this data will be shared with the SIT for planning purposes.		Stephanie Matarese	05/24/2024
<i>Actions</i>			0 of 2 (0%)		
	10/18/22	The leadership team will meet at least once a month with the purpose of disaggregating standardized/benchmark/diagnostic testing results.		Melanie Baker	05/24/2024

Notes: November 2023: the ILT continues to meet monthly to review data and also do so at least 1x a month with PLCs. The data is used to guide interventions including small group instruction and tutoring through our remediation and Title I funded tutoring positions.

January 2023: the ILT continues to meet each month and review data; data days are regularly incorporated into weekly PLCs and the first big data dive of the year has been scheduled at the conclusion of mid-year benchmarks. A shift in focus has been put on small group planning using tutors and IAs.

September 2022: the ILT met to review the IRR from 21-22 EOGs, identified sub-groups that are historically underperforming, and used the data to set goals for the current school year. The team created a presentation of the data to share with all staff (Sept. 15,22). Additionally, at the conclusion of K-3 beginning of year MClass testing, the team reviewed the results, assisted teachers with grouping students for small group instruction as well as remediation, and provided support to teachers in analyzing their own classroom data.

10/18/22 The leadership team will design and utilize a walk-through observation instrument to collect data on teacher practices, high-yield strategies, and implementation of Wonders, Envisions, Small Group Instruction, etc. A schedule of walk-throughs will be scheduled for the team and individual members of the team weekly.

Stephanie Matarese

11/30/2024

Notes: November 2023: the ILT is utilizing the I-Round tool to complete walk-throughs; the schedule is revisited every 2 weeks based on data and observations. Some grades/teachers are visited individually by team members and others are visited by the team together at one time.

February 2023--the ILT will shift to using the district I-Round tool; all members of the team have been given access to the results information so that the tool will be more effective. The ILT continues to schedule individual and team walk-throughs for each month based on data and observation.

January 2023--the ILT continues to use the walk-through instrument and share feedback with teachers; the tool has been a great way for the team to track a teacher's progress, strengths and/or areas of concerns as well as what previous feedback has been offered.

9/24/2022--a walk-through instrument aligned with district priorities that also provides immediate feedback for the teachers was implemented; the ILT also created a google spreadsheet to schedule walk-throughs each week (each team member has 3-5 assigned teachers to visit weekly and the team will complete a walk-through of 1-2 grades as at team weekly)

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>		The school currently recruits new staff through word of mouth, district advertisements, and social media advertisements in addition to attending the yearly job fair and reviewing visiting international faculty candidates as possible employees. Staff currently receive feedback through formal and informal observations. Staff are recognized weekly in the shout-out section of the weekly newsletter, through a new star staff member of the month program, and via other initiatives such as TOY. Teachers are provided incentives and rewards throughout the year such as dress-down days, food bars, small treats, and other morale initiatives.	Limited Development 08/22/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		New staff will be recruited through word of mouth, district advertisements, and social media advertisements in addition to attending the yearly job fair and reviewing visiting international faculty candidates as possible employees. Staff will receive written feedback through formal and informal observations. Staff will be recognized weekly in the shout-out section of the weekly newsletter, through a new star staff member of the month program, and via other initiatives such as TOY. Teachers will be provided incentives and rewards throughout the year such as dress-down days, food bars, small treats, and other morale initiatives. Data used to determine full implementation and teacher/staff feedback will include: continued reduction of teacher/staff turnover, increased scores on TWCS, and feedback through an informal survey at the middle and end of the year.	Objective Met 10/23/23	Lamonica Tillery	11/30/2023
Actions					
	10/10/22	The SIT will create teacher/staff leadership opportunities and provide support to staff that want to grow as a leader within our building.	Complete 04/27/2023	Gwen Jennen	04/30/2023

Notes: 2/23/2023-- Teachers and staff have led Professional development mini-sessions during our school-wide staff and PD meeting enabling staff to sharpen their skills and grow in areas to better support students. Correlates have elected various individuals to serve in leadership roles.

10/13/22--Teachers (total of 6) will lead professional development mini-sessions as our school-wide staff and PD meeting; teachers will have the opportunity to participate in 30-minute mini-sessions with their peers to sharpen their skills in an area that they need more support: Class Dojo, ClearTouch, Impero, Google Suite, EC/SWD Support, Nearpod/Flocabulary, LETRS

8/23/22--Correlate Teams (total of 4) met and elected chair and co-chairs; departments elected representatives for the SIT. Additionally, 3 teachers have been selected to served on the district math advisory team and each grade level has one teacher that serves as the Singapore Math teacher lead for their grade.

8/22/22 When vacancies arise, the grade level or departmental chair will be included in the interview process along with members of the instructional team.

Complete 04/27/2023

Stephanie Matarese

05/20/2023

Notes: April 27, 2023--grade-level/dept. chairs have been invited when feasible to participate in interviews for the hiring of new staff; the team approach has been helpful in fielding quality candidates.

February 2023--as we have continued to experience some turnover and bring on board new staff members, we have identified a need to have a system to ensure all new employees are well taken care of and have a great experience from day one at ARES

January 2023--multiple vacancies have arisen in the past month due to either retirement or other, higher paying opportunities outside of the school system; for each vacancy, a relevant team has been put together to conduct interviews and provide feedback about candidates.

3/28/23	School-based professional development will be offered monthly in mini-sessions based on the needs survey conducted by SIT; staff will be able to attend sessions that meet their individual needs. Sessions will be led by teacher/staff leaders that are experts in the area that is being presented. Areas include but are not limited to technology, best instructional practices, programs/systems, supporting high-risk students, classroom management, parent engagement, Singapore math, etc.	Complete 04/27/2023	Stephanie Matarese	05/26/2023
<p><i>Notes:</i> 4/27/23- Monthly Professional Development is conducted based on the needs of the staff (morning meeting, clear touch, MTSS/SST referrals to EC, Making Words, etc). The team discussed that the last survey did not indicate any major needs, but we will send one out at BOY. We also discussed that Singapore Math implementation needs more support and that we could focus on that as our monthly PD to support staff moving into the next school year.</p> <p>1/26/23--February PD was planned including MTSS/SST referrals to EC, Making Words, Clartouch, MTSS paperwork review, etc.</p> <p>1/12/23--PD was provided on using data for small groups in math and ELA; teachers worked on LETRS training</p> <p>10/27/2022- We held our first "Genius Bar" for staff to attend the Mini PD sessions of their choice. Several options were provided to the staff and each staff member was able to attend two sessions that met their needs.</p> <p>9/29/22--Survey results shared with SIT; focus for the month of October will be Clartouch, Impero Software, Nearpod/Flocabulary, Google Suite, Class DoJo/PBIS Support.</p> <p>8/2022--Survey of needs and strengths sent out to staff.</p>				
8/22/22	Teacher recognition via a weekly newsletter, monthly star staff program and through promotion via the school's communication tool. Additionally, the ILT and Hospitality team will facilitate activities throughout the year that contribute to a positive school culture such as dutch treat lunches, potlucks, social activities, and other staff team-building initiatives.	Complete 10/23/2023	Tracy McLeod	10/28/2023

Notes: April 2023--staff have continued to be recognized weekly in the newsletter and monthly at staff meetings; the team recognizes that we have not utilized social media to really promote our staff as we should. We have done a great job of incorporating other morale-building activities including Staff Winter Spirit Week and Games, Souper Bowl, Eating of the Greens, etc.

January 2023--staff are recognized weekly in the digital staff newsletter (submissions are made using a google form or come from observations from the ILT); 4-7 staff are recognized at the monthly staff meeting and are provided a goodie bag along with a star to display outside their room.

Implementation:		10/23/2023		
Evidence	10/23/2023 Weekly staff newsletter and staff member of the month program Feedback on staff surveys regarding morale, retention and teacher needs Teacher retention rate/turnover rate			
Experience	10/23/2023 We have worked collectively to put sustainable practices into place that support teacher retention, recruitment, and recognition. Staff morale has improved overall and vacancies are able to be filled fairly quickly.			
Sustainability	10/23/2023 Monthly recognition, professional development, and morale activities to support teachers and staff; continued involvement in staff with recruiting and hiring efforts.			

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
Actions			0 of 2 (0%)		
10/23/23	The SIT will complete the School Annual Resources Allocation Review Self- Assessment and utilize the information in planning for how to use funds and human capital to best meet the needs of the students and the school.			SIT	02/28/2024
<i>Notes:</i> 10/23/23--Self-Assessment was shared with team members; each team member will complete the self-assessment and bring it back to November's SIT for discussion.					
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> Sept. 8, 2023--BOY Data meeting was held; the presentation included human and fiscal capital and how it is being utilized according to the SIP and needs of the school.					

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>		Our school currently hosts monthly family engagement nights, family reading nights, and school spirit activities throughout the year. While these nights have been very successful for many of our families and appreciated by the parents/guardians who attend; only about 15% to 20% of our families come out for these events. The school communicates regularly with families via parentlink and ClassDoJo.	Limited Development 10/05/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		We have set a goal for increasing our parent/guardian engagement to at least a 30% participation rate during family engagement activities such as Family Reading Nights, Math Night, Science Night, and Multi-Cultural Night. We will also host during-school events for parents who are able to participate during the school day. Parents will also have the opportunity to leave events or to receive information/resources from the school to support learning at home.	Objective Met 11/09/23	Lisa Popish	10/30/2023
<i>Actions</i>					
	5/17/23	The school will have a learning compact that is shared between the school and family each year during the first 10 days of school and will also be a part of the new student welcome packet when students enroll; the compact will outline the responsibilities of the parent/guardian, the student, the teacher, and the administration to ensure each student is successful.	Complete 09/16/2022	Stephanie Matarese	09/30/2022
		<i>Notes:</i> 8/2023--Learning compact was reviewed by SIT and a copy has been provided to teachers to distribute at open house and/or the first day of school. 6/2022--Learning compact was reviewed during SIT retreat 8/2022--Learning compact was presented to staff and shared with families; the learning compact was collected as part of the beginning of year paperwork.			

10/7/22	School-wide and teacher/parent communication will be through the a school-wide app; the school will also frequently post to the school webpage and social media accounts about events, activities and happenings here at the school.	Complete 12/01/2022	Stephanie Matarese	11/30/2022
<p><i>Notes:</i> 8/2023--The school will transition to utilizing PBIS Rewards as a main communication platform (it has parent messaging, daily behavior tracking and referral information readily available for families); additionally, the school will use district tools (PeachJar and Blackboard) to share information with families.</p> <p>12/1/2022- All teachers are connected to ClassDojo and using this as a main source of communication with parents and families.</p> <p>9/9/22--All HR teachers were asked to share their classes with key staff in the building including but not limited to admin, instructional coaches, teacher assistants, resource teachers, counselors, social workers, etc. so that these staff can communicate with families as needed.</p> <p>8/25/2022--All families were provided a postcard that would allow them to connect directly with their teacher</p> <p>8/23/2022--Staff were trained on how to access Class DoJo and how to utilize its communication tools to work with parents</p>				
10/7/22	Hispanic Hispanic Family Night--a night designated for our Spanish-speaking families; translators and the teachers of these students will be available. The goal will be to provide these families with the opportunity to engage with the teacher regarding their child's progress, strategies for at home, and resources to support learning. Information will be shared with parents regarding community resources, adult ELL classes, etc.	Complete 01/18/2023	Danielle Hantz	03/30/2023
<p><i>Notes:</i> 12/01/2023- Family Engagement Team is planning an evening at the end of January parent teacher conferences, to provide an opportunity for parent student support with translators available.</p> <p>1/18/2023- Held Hispanic Family Night with interpreters and scheduled conferences. Also, CCS now has ELL translators for conferences upon request if needed in the future.</p>				

5/17/23	The school will schedule parent/family-school conferences to collaborate with parents/guardians on the progress of their student and to share strategies and resources for continued growth. During the first 20 days all teachers will make one positive contact with each student's family. At the end of the first quarter, each student's family will be scheduled for a conference. During the 2nd, 3rd and 4th quarters, conferences will be scheduled with families that have a student performing below grade level or by parent/family request of any other student. The teacher will maintain a written record of conference requests and minutes from conferences held.	Complete 04/27/2023	Lamonica Tillery	04/30/2023
<p><i>Notes:</i> 9/16/2022--teachers submitted positive contact logs 11/10/2022--teachers have finished having conferences with all families; any families that did not show or need to be rescheduled have been contacted with the assistance of the student services team. Families had the opportunity to attend in person, virtually, or via phone. 1/31/2023--teachers have held conferences with students not performing at grade-level and have also given any possible retention notices during these conferences 3/31/2023--teachers have continued to meet with students that are struggling and their families; 2nd possible retention notices have been sent home and teachers were required to conference with these families. 4/27/2023--SIT agrees that our conference strategy this year has been successful and we will sustain the current practices moving forward.</p>				
10/7/22	School-wide curriculum-based family engagement activities will be planned throughout the school year (monthly reading nights, Math and Science night, Engineering and Technology, etc.); additionally, there will be multiple opportunities at these events to receive resources and takeaways to support learning at home.	Complete 02/16/2023	Lamonica Tillery	05/28/2023

Notes: 4/2023: ARES has held at least one parent engagement night monthly; some have had better turnouts than others such as the multicultural night. Based on teacher and parent feedback, the team will move forward with planning 4 big events in the upcoming school year but will also host other engagement activities such as spirit nights during months when an event is not being held.

12/01/2022- ARES had a parent engagement night, students and parents were asked to use their reasoning skills to solve the mystery of the missing bear.

9/22/22--Title I Meeting and Curriculum Night: parents were invited out to learn more about our school's identification as Title I; the PTA presented information and then parents were allowed to visit each grade level to receive information about the curriculum, resources for at home and support with accessing technology tools to support their students; each student received a free book.

8/25/22--Open House Night--parents were provided access to Class DoJo, ARES Parent/Student Handbook and each child received a free book

10/7/22 Grade Level Teams will send home a bi-weekly newsletter to inform parents of important events, current topics/skills/standards being studied, and share specific strategies for parents to utilize at home to assist students.

Complete 10/23/2023

Grade Level Chairs

10/30/2023

Notes: 9/2023--not all grades have completed this task; team members charged with revisiting with their team and will drop into the newsletter a shared folder on the staff drive.

4/27/2023: Each grade level sends out newsletters either bi-weekly or each unit of instruction to inform parents. The frequency of newsletters has been a grade-level decision based on parent feedback.

3/30/23: The school will look into adopting Remind as a communication tool next year rather than DoJo since it will reach more parents through a direct text feature over having to use an app.

12/1/2022- Some grade levels are sending them out weekly, but all grade levels are sending the biweekly at this time.

9/15/22--Purpose & Direction team reached out to each grade/dept. to get information for the school newsletter which was sent home the last week of September to all families.

8/17/22--a classroom newsletter template was developed and shared with teachers

Implementation:		11/09/2023		
Evidence	10/23/2023 Data from Blackboard regarding parent contact Sign-in sheets from family engagement events which show an increase in involvement Feedback on parent surveys			
Experience	10/23/2023 We have had an increase in parent involvement and have utilized feedback from parents to determine how to best engage with our families. We have worked towards developing sustainable parent engagement activities and strategies.			
Sustainability	10/23/2023 Annual planning for yearly events and strategies will be required; the school has developed a shared Google folder to house documents and information on how to plan and facilitate all activities that support family engagement and parent/family communication.			