

Comprehensive Progress Report

Mission: Our mission is to provide a safe and caring learning environment through positive, purposeful and passionate instruction that yields motivated, accountable and respectful scholars.

Vision: Our vision for CMES is to collaborate with all stakeholders to provide a nurturing, welcoming, safe and positive environment that promotes equitable learning, academic growth and holistic development.

Goals:

- Every student will be provided a nurturing, welcoming, safe and positive environment.
- Every K-3 student will make academic growth in reading.
- Overall all students in grades 3-5 will be academically successful.



! = 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> | | Inconsistent use of school-wide expectations matrix, Discipline Flow Chart, ABE implementation, student recognition structures (immediate, bi-weekly, and quarterly) | Limited Development 10/14/2022 | | |
| <i>How it will look when fully met:</i> | | <p>All staff will maintain a positive school culture for student success by consistently implementing school-wide expectations.</p> <p>Teachers will implement the schoolwide PBIS system with fidelity.</p> <p>Teachers will be equipped with strategies for promoting and maintaining effective classroom management of student behavior. Discipline referrals would significantly decrease and staff/student morale would increase.</p> | | Kety Clark | 01/18/2024 |
| <i>Actions</i> | | | 0 of 4 (0%) | | |
| 10/14/22 | 1. The PBIS Team will provide on-going training and support to staff members for maintaining the fidelity of the school-wide behavioral management program based on school-wide discipline data as collected in ABE, PowerSchool, and Unified Insights. | | | Tomeka Todote | 01/18/2024 |
| <i>Notes:</i> | | <p>8-21-23 PBIS gave PD during the teacher work days for the upcoming 2023-24 school year. PBIS will have a week of celebration for all grade levels the week of 9- 5- 23 to kick off PBIS.</p> <p>6-7-23 PBIS will continue to support and teach expected behaviors in PDs to the returning staff as well as the new staff.</p> <p>5-8-23 Behavior expectations were discussed for Retention packets.</p> <p>4-24-23 Teachers review expectations for Benchmark</p> <p>3-13-23: Briefed on PBIS world, Reviewed the Discipline Flowchart. Revisited PBIS rules to ensure students understood expectations in the cafeteria to include proper care of the new tables. PBIS Quarter 3 celebrations to be held on Friday 17th (303 students will be attending).</p> | | | |

2-13-23 At the last Staff Meeting, teacher reviewed the Code of Conduct and the disciplinary flowchart to help manage student behaviors/referrals/violations to improve student behaviors.

1-23-23 The students attended a Goal Setting assembly, the PBIS team made the Voice Levels Posters bigger for students to see in the hallways, PBIS (PD) continues to review expectations during our staff meetings, and two correlates created a MOY checklist for Benchmark #2 for 3-5 students in math, reading and science and a K-2 MOY checklist for mClass Benchmarks. We are hoping for better motivation from students, constant monitoring from teachers, and use of strategies from students during the tests.

12-1-22 Larger posters are being made for hallways for Voice Levels. Clarification of teaching Voice Levels to students was discussed at the last staff meeting. Review of the discipline flow chart took place as well.

Nov 14, 2022 Training has taken place for the following: Voice levels anchor chart, discipline flow chart, PBIS world and ABE.

10-10-22 SIT discussed that we will use Scholarchip (ABE) to Review data at monthly staff meetings. We will review Quarterly behavior data via surveys (Google Form) completed anonymously by staff members. Performance indicator will be what and whom we are measuring. Baseline Year: 2022 (data was analyzed) 36.59% agreed that students were well behaved.

TDG from Surveys and ABE (2 measures)

Target Date of Goal: 10/21/22

Target 50% of students follow the rules of conduct.

Target Date of Goal: 1/9/23

Target 60% of students follow the rules of conduct

Target Date of Goal: 3/17/23

Target 70% of students follow the rules of conduct

Target Date of Goal: 6/2/23

Target 75% of students follow the rules of conduct

September 19, 2022 SIT discussed that we will collect discipline data and present the results to staff members every other month. We will also provide effective strategies for the improvement of classroom management skills.

Aug. 15, 2022 PBIS will be utilized throughout the school this year (K-5).

10/14/22

2. Teachers will consistently teach students classroom and school rules and utilize effective strategies and interventions to improve student behavior.

Courtney Jones

01/18/2024

Notes: 8-21-23 PBIS matrixes and documents were shared with teachers for the upcoming school year. Every teacher will teach the PBIS matrix for all areas of the school.

6-7-23 PBIS will continue to support teachers in their strategies to increase positive behavior.

5-8-23 Classroom behavior was discussed for Retention folders.

4-24-23 Consistently review expectations with students. Every 2nd grade teacher reviewed rules with students the students were awarded when they displayed the expected behaviors.

3-13-23: 303 students will attend Quarter 3 celebrations. Reviewed PBIS rules to ensure students understood expectations in the cafeteria to include proper care of the new tables.

Grade 3: FUN FRIDAY students will gain or lose a letter during the week with the goal to have a FUN FRIDAY.

2-13-23 Many strategies are used to teach and maintain classroom and school behaviors. Kindergarten uses jewels in their crowns for appropriate behavior and a behavioral sheet that goes home to parents. 1st grade: some use punch cards to receive a prize after 10 punches for good behavior. Fun Fridays help with behavior. Color coded behavior charts are used during the week to help communicate behavior to parents. 3rd grade uses Cub Compliments in which when students receive a compliment by others outside of the classroom, they get a letter. This increases student awareness of behavior throughout the school. Relaxed Fridays with Kahoot for instructional games used. 5th grade utilizes a stop sign behavior strategy to allow students to monitor their behavior and receive an incentive for positive behaviors.

Access to assign Modules in ABE was reviewed. Teachers are able to assign Modules to students who need an intervention in the classroom.

1-23-23 K-5 assemblies for behavioral expectations and goal setting took place on January 9 and 13th. The CARE (Cooperative,

Accountable, Respectful, and Engaged) expectations were also reviewed with students. Modeling behavior expectations, announcements reinforce the CARE rules, STAR award presented by the resource teachers to the classes who displayed outstanding behaviors. It can be improved through consistency by Teachers. Displaying Class Dojo will allow students to see their points. Have conversations with students about the checklist so they understand why we're using the checklist and how they can gain points. Recognition and feedback to students with their test scores. Checklists can be incorporated for accountability in the classroom, not just doing testing. Continue to model good behavior and they will follow us.

Question for Grade level: Are teachers able to assign modules in ABE?

12-1-22 Teachers are using and reinforcing the CARE rules. Noise level posters are being printed and posted in hallways and classrooms. K-5 assemblies for behavioral expectations and goal setting will take place in January.

11-14-22 Teachers are using the survey to gauge classroom behaviors.

10-10-22 In looking at the NC Teacher Working Conditions Survey, teachers did not agree that all students followed the rules. How to we monitor this? We will be using ABE to track behavior each month. A survey will go out to teachers each month. Measure: Scholarchip (ABE) Review data at monthly staff meetings.

Review Quarterly via surveys (Google Form) completed anonymously by staff members.

Performance indicator will be what and whom we are measuring.

Baseline Year: 2022 (data was analyzed) 36.59% agreed that students were well behaved.

TDG from Surveys and ABE (2 measures)

Target Date of Goal: 10/21/22

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Target 70% of students follow the rules of conduct

Target Date of Goal: 6/2/23

Target 75% of students follow the rules of conduct

September 26, 2022 We are planning to utilize ABE to help track

behavioral trends on our campus. We will create and implement a plan to monitor effective teaching and modeling of classroom/school rules by teachers.

Aug. 15, 2022 PBIS will give PD to new teachers and returning staff regarding classroom expectatioins.

11-14-22: Teachers are using the CARE rules as well as reinforcing it in different areas of the school.

10/14/22 3. Teachers will follow the Discipline Procedure Flowchart to manage student behaviors in the classroom.

Jamie Ravello-Geoffroy

01/18/2024

Notes: 9-18-23

8-21-23 The flowcart will be utilized. Teachers were given PD during the work days.

6-7-23 The flowcart will continue as best practice for the upcoming school year.

5-8-23 Documentation of behavior was discussed for retention folders

4-24-23 Less documentation noted, students are managing their behavior. Fewer office referrals.

3-13-23: Teachers understand it better, they can distinguish between office referrals and classroom managed behaviors. There is an increase in Parent Contact.

2-13-23 Code of Conduct was reviewed. Definitions of referrals, violations and offenses were discussed to aid teachers in using the flowchart.

1-23-23: When teachers are uisng ABE, they need to be the first parent contact when a referral is made, document parent contact, don't let the office be the first contact. Names are separate and only the offender name is to be mentioned. The VICTIM must never be named

specifically. For the student's first incident go to PBIS world, find and put an intervention in place for the student. In ABE can you assign?

12-1-22: Teachers are using the Flowchart to manage student behavior. The flowchart is reviewed at staff meetings. PBIS world is also reviewed for interventions.

11-14-22: Since PD was given, teachers are managing behaviors in the classroom rather than sending them to the office

October 10, 2022 During the last staff meeting, the PBIS correlate held a PD on the Discipline Procedure Flowchart. Major and Minor offenses were discussed as well as PBIS world for interventions.

September 26, 2022 We are implementing the CCS provided ABE program.

8-15-22 ABE will be used for the upcoming school year to replace the Educator's Handbook.

10/17/22 4.Cubs CARE matrixes and PBIS expectations are posted in the classrooms and throughout the school.

Winsome Greenland

01/18/2024

Notes: 6-7-23 Goal has been met.
5-8-23 Goal has been met.
4-24-23 Goal has been met.
3-13-23 Goal has been met.
2-13-23 This goal has been met.

12-1-22 Goal has been met.

11-14-22: All teachers have Matrixes in classrooms. All Expectations are being reviewed daily.

10-10-22 All teachers will have Matrixes place in rooms. All Expectations will be reviewed.

9-26-22 Not all teachers have posted the matrixes. PBIS expectations were presented by Mrs. McDowell to the entire school body.

8-15-22 All teachers were provided Matrixes and Cub expectations.

| 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> | | Teachers work with the instructional coaches to develop a deeper understanding of the content standards as aligned in the Unit Guides. Teachers work collaboratively to find best instructional practices to differentiate instruction for students. | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | Teachers will deliver all common assessments and analyze data. | | Barbara Cascasan | 01/18/2024 |
| Actions | | | 0 of 5 (0%) | | |
| | 10/10/23 | 1.Teachers will give common CCS assessments which are aligned to the content standards as indicated in Unit Guides. | | Barbara Cascasan | 01/18/2024 |
| <i>Notes:</i> | | | | | |
| | 10/10/23 | 2.Teachers will analyze common assessment data (Mastery Connect Post Assessments, Math and Wonders Interim Assessments, and mClass Progress Monitoring) to guide how they will differentiate their instruction to meet the needs of students who have mastered the standard, are progressing towards mastery or who need remediation. | | Jamie Ravello-Geoffroy | 01/18/2024 |
| <i>Notes:</i> | | | | | |
| | 10/10/23 | 3.Teachers will develop standards-aligned instruction that considers the needs of students with disabilities and English Language Learners to ensure the support given build deep understanding of the standards that meet IEP, 504, and EL Plan goals. | | Tomeka Todote | 01/18/2024 |
| <i>Notes:</i> | | | | | |
| | 10/10/23 | 4.Grade levels teams will meet weekly to plan whole group and small group (based on data) instruction to include learning goals, emphasizing DOK 2 and 3 questions, scaffolding, and differentiation for all students . | | Tomeka Todote | 01/18/2024 |
| <i>Notes:</i> | | | | | |
| | 10/10/23 | 5.The Instructional Leadership Team will conduct walkthroughs using the IRound tool to observe whole group and small group instruction. | | Kety Clark | 01/18/2024 |
| <i>Notes:</i> | | | | | |

| 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> | | Based on MTSS, all students will receive tiered instruction. | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | All students will be provided standards aligned instruction on a daily basis. This will be evident based on CCS and state mandated assessments. | | Jamie Ravello-Geoffroy | 06/02/2025 |
| Actions | | | 0 of 5 (0%) | | |
| 10/10/23 | | 1.Teachers will create PEPs/IRPs to support students with a targeted skill and standards aligned instruction to increase students' reading and/or math skills, reading comprehension proficiency and to demonstrate understanding of math standards. | | Desirae Pietro | 06/02/2025 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 2.In school remediation will occur for selected students based on data to target areas of need and provide and standards aligned instruction in order to increase students' reading and comprehension skills as well as math skills to demonstrate proficiency. | | Marcus Brewington | 06/02/2025 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 3.After school remediation will occur for selected students based on data to target areas of need and standards aligned instruction in order to increase students' reading and math skills as well as reading and math comprehension to demonstrate proficiency in the standards. | | Barbara Cascasan | 06/02/2025 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 4.Teachers will provide standards aligned instruction and rigor in the classroom for all students in order to increase students' reading and math skills, reading comprehension to demonstrate proficiency and mastery of the standards. | | Jamie Ravello-Geoffroy | 06/02/2025 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 5.Teachers will provide enrichment and standards aligned instruction for above-level students in order to increase students' reading skills and comprehension, writing skills and math proficiency and mastery of reading and math standards. | | Kerry Elliott | 06/02/2025 |
| <i>Notes:</i> | | | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|-----|-------|---|-----------------------------------|--------------------------|-------------------|
| <i>Initial Assessment:</i> | | | Inconsistent school-wide use of Morning Meetings, SEL lessons, and Restorative Practices. | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | | All teachers will provide SEL lessons and morning meetings on a daily basis. Restorative practices will be used on a student by student case. This will be evident with information provided on iRounds by the leadership team. | | Winsome Greenland | 06/03/2025 |
| Actions | | | | 0 of 6 (0%) | | |
| 10/10/23 | | | 1.Daily Morning Meetings are built into the Master Schedule for all grade levels. | | Kety Clark | 06/03/2025 |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | | | 2.Teachers will receive professional development on Morning Meetings. | | Desirare Pietro | 06/03/2025 |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | | | 3.Teachers consistently conduct Morning Meetings for a maximum of ten minutes daily to build their classroom community and create a positive school culture. | | Winsome Greenland | 06/03/2025 |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | | | 4.Teachers consistently utilize lessons and resources in the CCS created SEL Playbook. | | Jamie Ravello-Geoffroy | 06/03/2025 |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | | | 5.Restorative Practices are utilized by all staff members to create a culture of student success. | | Kety Clark | 06/03/2025 |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | | | 6.iRounds for Morning Meetings regarding SEL. | | Jamesa France | 06/03/2025 |
| <i>Notes:</i> | | | | | | |

| | 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> | <p>5th grade participates in a middle school orientation session at the end of the year,</p> <p>Pre-K promotion ceremony at the end of the school year, and Beginners' Day events for rising Kindergarten students.</p> | Limited Development 10/10/2023 | | | | |
| <i>How it will look when fully met:</i> | <p>MTSS will meet to analyze student data to determine intervention needs. Also, the SST will fully monitor student needs and have services provided to those individuals who meet the requirements. Second grade will be targeted for the educational gap due to state testing expectations and maturity. Evidence for completion of this task will be SST/MTSS agendas and documentation and the implementation of the transition plan for second grade to 3rd grade.</p> | | Twanna Autry | 06/03/2026 | | |
| Actions | | | | 0 of 3 (0%) | | |
| 10/10/23 | 2.Create a plan for a 2nd grade move-up event to assist students in a smooth transition to 3rd grade. | | Jamie Ravello-Geoffroy | 06/03/2025 | | |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | 3.SST Department team will meet monthly to review progress of identified students in the invention process. | | Helena McAllister | 06/03/2025 | | |
| <i>Notes:</i> | | | | | | |
| 10/10/23 | 1.The MTSS Correlate meets quarterly to review intervention progress of targeted students in each grade level. | | Shanee Sampson | 06/03/2026 | | |
| <i>Notes:</i> | | | | | | |

| 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> | | Instructional teams collaborate and reflect upon current teaching practices and student growth in order to plan instruction. Activities are documented in agendas and minutes then uploaded into the Google Drive folder. The ILT ensures that lesson plans are completed weekly and provides meaningful feedback. | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | Instructional teams will collaborate and reflect upon current teaching practices and student growth in order to plan instruction. | | Amanda Rains | 06/02/2025 |
| Actions | | | 0 of 3 (0%) | | |
| 10/10/23 | | 1.The grade teams will utilize the PLC agenda template that includes team norms, team roles (scheduled rotation), agenda items, times, resources needed to include data, expected outcomes, instructional planning and evaluation of team meetings. | | Tomoka Todote | 06/02/2025 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 2.The Instructional Teams (correlates, departments, SST) will use the agenda template for all meetings and place them in the Shared Google Drive folder in a timely manner. | | Purlie Deese | 06/02/2025 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 3.The Instructional Leadership Team will monitor effective lesson planning by providing meaningful feedback to teachers. | | Kety Clark | 06/02/2025 |
| <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 |
| <i>Initial Assessment:</i> | | PLC norms, agendas, and minutes are established and updated each week. | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | PLCs will occur weekly and follow the Plan, Do, Study, Act model to perform unit planning, lesson planning, data analysis and interventions with fidelity to increase knowledge and implementation of standards, meet student needs, and provide meaningful instructional practices. | | Kathy McLaurin | 01/18/2024 |
| Actions | | | 0 of 3 (0%) | | |
| 10/10/23 | | 1.Weekly, the principal will communicate the purpose and expectations for school-wide PLCs while regularly engaged in conversations regarding academic data, its use in impacting instructional practice, and its implications on reaching school-wide targets and goals to ensure impact on student learning. | | Kety Clark | 01/18/2024 |
| <i>Notes:</i> 11-13-23 | | | | | |
| 10/10/23 | | 2.Instructional Coaches will model the effective protocols for unit planning, lesson planning, data analysis and intervention planning while fully analyzing data sets, unpacked standards and Unit Plans prior to leading a PLC meeting to ensure a consistent focus on the resulting data, standards-aligned instruction, and culminating development of a concrete action plan. | | Tomeka Todote | 01/18/2024 |
| <i>Notes:</i> 11-13-23 | | | | | |
| 10/10/23 | | 3.Teachers will attend PLC meetings fully prepared to discuss standards, research-based instructional practices, and assessments then implement the instructional plans and continue to monitor individual student mastery and progress. | | Tomeka Todote | 01/18/2024 |
| <i>Notes:</i> 11-13-23 | | | | | |

| 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> | | Administration visits classrooms to conduct formal and informal observations throughout the year and provides constructive feedback. | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | Administration will monitor individual classrooms by conducting formal and informal observations throughout the year and provide constructive feedback using the iRound tool. | | Kety Clark | 06/04/2026 |
| Actions | | | 0 of 3 (0%) | | |
| | 10/10/23 | 1.Administration conducts targeted informal observations based on a tiered system of teacher support needs. | | Kety Clark | 06/05/2026 |
| <i>Notes:</i> | | | | | |
| | 10/10/23 | 2.Prompt written feedback is provided to teachers after informal and formal observations. | | Kety Clark | 06/06/2026 |
| <i>Notes:</i> | | | | | |
| | 10/10/23 | 3.Create a weekly walk-through schedule. | | Kety Clark | 06/06/2026 |
| <i>Notes:</i> | | | | | |

| 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> | | Weekly grade level data meetings, K-5 Data Dives | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | Teachers will independently analyze data, present data, and determine individual students' needs based on data after benchmarks. | | Courtney Jones | 01/18/2024 |
| Actions | | | 0 of 3 (0%) | | |
| 10/10/23 | | 1.Data Dives will be conducted after each benchmark assessment window. Teachers will utilize the Data Analysis Tool to review their classroom data and determine an action plan for implementation. The Data Analysis will be presented to the grade level team members and the Instructional Leadership Team during each Data Dive. | | Barbara Cascasan | 01/18/2024 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 2.Weekly, 40-minute Data Meetings are allotted in the Master Schedule for each grade level. | | Kety Clark | 01/18/2024 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 3.Title II Professional Development funds will be utilized for half-day planning with substitutes for K-2 teachers once/ year and 3-5 teachers twice/ year. | | Kety Clark | 01/18/2024 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
|---|-------|--|-----------------------------------|------------------------|-------------|
| Effective Practice: | | Talent recruitment and retention | | | |
| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | CCS TalentEd platform, Staff Members of the Month, Premier Professionals correlate, Staff Birthday celebrations, Staff Holiday Social, Hospitality | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | Staff members received monthly recognition and engage in social events. | | Courtney Jones | 06/03/2025 |
| Actions | | | 0 of 4 (0%) | | |
| 10/10/23 | | 1.Create an interview panel composed of grade level/ department representatives when that grade level/ department has a vacancy. | | Kety Clark | 06/03/2026 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 2.Plan staff engagement activities once per semester. | | Danielle Joyner | 06/03/2026 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 3.Recognize teachers who have met or exceeded growth in EVAAS. | | Jamie Ravello-Geoffroy | 06/03/2026 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 4.Conduct an educator professional development survey to align the needs and interest of teachers' professional growth. | | Tomoka Todote | 06/03/2026 |
| <i>Notes:</i> | | | | | |

| 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 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 |
| <i>Initial Assessment:</i> | | Monthly school newsletters, updated website, under-utilized student planners, quarterly family engagement nights | Limited Development 10/10/2023 | | |
| <i>How it will look when fully met:</i> | | Parents of CMES students will be provided opportunities to regularly communicate with teachers via family engagement events, surveys, online apps, parent portal, and student planners. Evidence will be collected by using sign in sheets for family event and documentation in student planners. | | Jamesa France | 06/03/2026 |
| Actions | | | 0 of 4 (0%) | | |
| 10/10/23 | | 1.Assist at least 75% of parents in gaining access to the Parent Portal by providing them with access codes and computer-access at family engagement events. | | Jammie Pierce-Long | 06/03/2026 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 2.Utilize Cognia’s family survey to solicit feedback from parents to help identify areas of strength and opportunities to elevate the quality of our school. | | Amanda Rains | 06/03/2026 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 3.Utilize the Student Planners as a two-way form of communication. Information collected and dispersed such as the Parent-Student Handbook, homework and classwork assignments, behavior, announcements, feedback, questions, etc. | | Kathy McLaurin | 06/03/2026 |
| <i>Notes:</i> | | | | | |
| 10/10/23 | | 4.Create family engagement events that include more interactive activities to support parents’ understanding of the content being taught in class. | | Barbara Cascasan | 06/03/2026 |
| <i>Notes:</i> | | | | | |