

Comprehensive Progress Report

Mission: Our mission is to create a safe, caring, respectful, and responsible learning community where students are inspired and empowered to grow into 21st-century global citizens.

Vision: The Miller Way: Committed to excellence for ALL students.

Goals:

E.E. Miller Elementary School will increase composite math achievement to 60% by June 2024.

E.E. Miller Elementary School will increase composite reading achievement to 60% by June 2024.

E.E. Miller Elementary School will increase 5th grade Science achievement to 80% by June 2024.

E.E. Miller Elementary School will increase Students With Disabilities Overall Proficiency to 15% by June 2024.



! = 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>		EEMES has a PBIS correlate comprised of staff from all grade levels and areas. The correlate created a matrix of behaviors and expectations for the various areas of the school including the cafeteria, hallway, bathroom, classroom, and all settings. Students are taught the rules and expectations of our PBIS matrix the first two weeks of school as well as the CCS Student Code of Conduct. Throughout the week, these expectations are reinforced with Bulldog Brag Tags that are turned in to the front office. Each Friday, a random number of brag tags are pulled from the boxes and winners are announced on the intercom for everyone to hear. The winners are able to come to the front office to pick a prize from the treasure box. Our discipline referrals have decreased since the start of the most recent PBIS plan and in the first quarter of the 2022-2023 school year, there have been 9 offenses that are being addressed through ABE's interventions and progress monitoring.	Limited Development 10/14/2022		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		When this objective is being fully met, EEMES will see a decrease in office referrals as well as an increase in positive brag tags. Additionally there will be an increase in the number of students attending the quarterly celebration.	Objective Met 06/13/23	Kennedy Washington	06/16/2023
Actions					
10/15/22	Teachers will review the Code of Conduct with students and have them sign acknowledging receipt and instruction.		Complete 08/05/2022	Maria Haag	08/05/2022
<i>Notes:</i>		August 5, 2022 - Students were taught during the first two weeks the code of conduct and the PBIS matrix was reviewed/taught. Students were given the code of conduct acknowledgement forms to be signed by parents and returned. All forms were returned and are housed in the front office.			
10/15/22	Teachers will administer and analyze BIMAS data to develop a plan for teaching social and emotional skills.		Complete 05/15/2023	Sarah Ruddock	05/15/2023

Notes: May 12, 2023 the EOY BIMAS was administered and completed during the months of January and February with teacher's analyzing the data during MTSS PLCs.

February 10, 2023 the MOY BIMAS was administered and completed during the months of January and February with teacher's analyzing the data during MTSS PLCs.

Ocotber 2022 - The BOY BIMAS was administered and completed during the months of October and November with teacher's analyzing the data during MTSS PLCs.

10/15/22

Students who have earned the set number of paws for the quarter will attend a celebration designated by the PBIS correlate.

Complete 06/02/2023

Sarah Ruddock

05/31/2023

Notes: June 2, 2023 - The fourth quarter reward celebration was held for those students who earned enough PAWS for this celebration.

March 10, 2023 - The third quarter reward celebration was held in the multipurpose room with a DJ. Over half of the students in our school earned enough PAWS for this celebration.

December 16, 2022 - The second quarter reward celebration was held with a theme of movie time. All grade levels had their reward celebrations in their classrooms and a total of 425 students attended the celebration.

September 16, 2022 - The first quarter reward celebration was held with a theme of being a game show. Kindergarten and 1st grade had individual games played in their classrooms; 2nd and 5th grades had outdoor games; 3rd and 4th grades had a game show in the multipurpose room. A total of 450 students attended the celebration.

10/15/22

The PBIS correlate will meet and review all discipline data using ABE and PowerSchool for accurate numbers of incidents. They will discuss plans of action for the school and work with each grade level to decrease incidents.

Complete 06/02/2023

Maria Haag

06/09/2023

Notes: June: No meeting

May: No meeting

April: Link to agenda

[https://docs.google.com/document/d/1Se5kQ4dzwaV2-HZippHOLowOktb_TUTJ/edit?](https://docs.google.com/document/d/1Se5kQ4dzwaV2-HZippHOLowOktb_TUTJ/edit?usp=share_link&ouid=106800986603611681485&rtpof=true&sd=true)

[usp=share_link&ouid=106800986603611681485&rtpof=true&sd=true](https://docs.google.com/document/d/1Se5kQ4dzwaV2-HZippHOLowOktb_TUTJ/edit?usp=share_link&ouid=106800986603611681485&rtpof=true&sd=true)

March: No meeting, shortened month for intercession

February: Link to agenda

https://docs.google.com/document/d/16BfJOKscRrOSed-KIKoJ6P5ZIQGjCYm4/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

January: Link to agenda

https://docs.google.com/document/d/1uUyifdSHNwIRyE-YuAsfMDZIEm76VjJj/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

No December Meeting (shortened month for intercession)

November: Link to agenda

https://docs.google.com/document/d/1x0u34L9a9wWHxbxMnQp2FAQ5r12EgYxm/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

October: Link to agenda

https://docs.google.com/document/d/14FJMChwqNLP7UDIS-dYlaxzf951kQH4h/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

September: Link to agenda https://docs.google.com/document/d/1-hjI1ZmtYO2Sgc3LjT8VgXx_Ca9iUKLa/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

https://docs.google.com/document/d/1-hjI1ZmtYO2Sgc3LjT8VgXx_Ca9iUKLa/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

August: Link to agenda

https://docs.google.com/document/d/1T1tDln8TnbJ-ilwFGLcgOqcmTnyCm3cH/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

July: Link to agenda

https://docs.google.com/document/d/1ctcgUNb2wGfctpQRa9B4Nk32bKIXHbKm/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

https://docs.google.com/document/d/1ctcgUNb2wGfctpQRa9B4Nk32bKIXHbKm/edit?usp=share_link&oid=106800986603611681485&rtpof=true&sd=true

Implementation:		06/13/2023		
Evidence	6/13/2023			

<i>Experience</i>	6/13/2023			
<i>Sustainability</i>	6/13/2023			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>EEMES teachers meet weekly for lesson planning in all subject areas during their grade level planning. During this time, teachers collaborate to develop lesson plans, instructional activities, and other content related resources to facilitate instruction along with ensuring that they are following the district level pacing guide for full standards alignment. These lesson plans are turned in weekly through Planbook and reviewed by the instructional leadership team who offer comments and suggestions on plans as needed. The instructional coach attends these meetings or schedules one on one meetings in order to guide teachers towards a full understanding of the standards as well as the implementation of Wonders as an ELA curriculum and EnVisions as the math curriculum.</p>		Limited Development 10/14/2022		
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<i>How it will look when fully met:</i>	<p>All teachers at EEMES will turn in lesson plans weekly and will include the standards being taught, standards-based activities, and appropriate formative and summative assessments of the standards in order to remediate students who do not meet mastery.</p>			Katherine Greene	06/14/2024
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Actions			1 of 2 (50%)		
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10/5/23	The leadership team will review lesson plans during walkthroughs in order to ensure alignment to the CCS pacing and unit guides.			Katherine Greene	06/01/2024
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<i>Notes:</i>					
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10/15/22	Once a month, PLCs will be dedicated to lesson planning with the instructional coach.		Complete 06/06/2023	Katherine Greene	06/07/2024
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Notes: April 2023 - The teachers continue to have met once a month during the fourth quarter of the school year to plan together during their PLC time.

March 2023 - The teachers continue to have met once a month during the third quarter of the school year to plan together during their PLC time.

December 2022 - The teachers have met once a month during the second quarter of the school year to plan together during their PLC time.

September 2022 - The teachers have met once a month during the first quarter of the school year to plan together during their PLC time.

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>		EEMES currently utilizes a school-wide data spreadsheet where student assessment data is inputted for teacher analysis. This data is then assessed in MTSS PLCs where teachers begin placing students in the appropriate tiers of instruction. Teachers understand that Tier 1 instruction is instruction that is given to all students including the Wonders and EnVisions curriculum. Teachers are working towards a better understanding of Tier 2 interventions and supports which include their small group instruction which is differentiated based on interim and post unit assessments. As a school, all faculty members are working on developing thresholds for determining when to move a student from Tier 2 supports to Tier 3 intensive supports. All teachers participated in a district wide MTSS training in 2021-2022 and continued school based MTSS training.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Once this action is fully implemented, all teachers will be providing small group instruction based on differentiated lesson plans. Instruction will support all students based on their performance data. During their grade level planning and PLCs, teachers and the instructional coach will determine the high yield instructional strategies to be used in the classroom. Students will be engaged and there will be a reduction of EC referrals. Students will demonstrate growth with a goal of achieving proficiency.		Sarah Ruddock	06/14/2024
Actions			5 of 7 (71%)		
	10/14/22	All teachers will receive MTSS training with the Student Services Team, Assistant Principal, and Instructional Coach.	Complete 08/11/2022	Sarah Ruddock	09/01/2022
		<i>Notes:</i> August 10, 2022 - MTSS training was completed by Ms. Ruddock and Ms. Haag on August 10, 2022 during PLCs. Teachers were given an overall refresher on what the 3 tiers of MTSS consist of and then a more in depth look at Tier 2. Teachers look at initial data from assessments and cumulative records in order to determine students in need of support interventions.			
	10/14/22	Full day of planning for teachers (Data Day) in the Fall	Complete 11/16/2022	Katherine Greene	11/16/2022

Notes: November 2022 - 3 - 5 Data Days were held during the month of November. 3rd grade was on Monday, November 14, 4th grade was on Tuesday, November 15, and 5th grade was on Wednesday, November 16th.

October 2022 - K - 2 Data Days were held during the month of October. Kindergarten was on Monday, October 24, First grade was on Tuesday, October 25, and Second grade on Wednesday, October 26.

October 14, 2022 - At this time, the Title II funds have been approved for usage for substitutes in order for teachers to attend the full day data days in the fall. The agenda is being created by the instructional leadership team and will include data analysis as well as small group differentiated instruction plans.

10/14/22	Full day instructional planning and data analysis (Data Day) in February	Complete 02/16/2023	Katherine Greene	02/28/2023
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Notes: January 2023 - At this time, the Title II funds have been approved for usage for substitutes in order for teachers to attend the full day data days in the Spring. The agenda is being created by the instructional leadership team and will include data analysis as well as small group differentiated instruction plans.

10/14/22	Teachers will demonstrate differentiated lesson plans in Planbook with groups based on post assessment data.	Complete 05/31/2023	Sarah Ruddock	05/31/2023
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Notes: May 2023 - Teachers are continuing to use Planbook to plan their differentiated lessons to prepare for the EOGs.

March 2023 - Utilized Title 1 monies to increase an instructional assistant's hired work percentage an extra 10% in order to allow her more time in running small groups with her kindergarten classroom.

December 16, 2022 - Teachers are growing more comfortable with the use of Planbook and including links as well as pictures in their lessons. Administration and the instructional coach is impressed with the skills teachers have begun to utilize with Planbook.

September 16 , 2022 - Teachers were trained on Planbook by Ms. Lozano and Ms. Tapia from the Academic Growth correlate during a staff meeting. Teachers are regularly including standards in their lessons and linking in small group plans.

10/14/22	Teachers will progress monitor standards utilizing the district's pre and post assessments.	Complete 05/19/2023	Katherine Greene	06/02/2023
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Notes: March 2023 - Ms. Greene reviewed the standards from the pre & post assessments in Mastery Connect as well as the benchmarks with teachers during all day data days. A focus was placed on the identifying the individual students that are in need of more support in small group instruction.

December 2022 - We discussed and reviewed the pre and post district assessments in Mastery Connect and the importance to use the data to drive the small group instruction within your classroom.

April 2024 - We discussed and reviewed the pre and post district assessments in Mastery Connect from the previous quarter and discussed the importance to use the data to drive the small group instruction within thier classroom.

10/5/23 EEMES will use the FEV and NCEC Tutors provided through the district to focus on tier 2 and tier 3 students in order to fill in the learning gaps so that the students who are being tutored can access the grade level curriculum.

Katherine Greene

05/01/2024

Notes:

10/5/23 PLCs will be focused on the different processes related to MTSS once month in order to ensure all teachers have a full understanding of the three tiers of MTSS and are implementing the MTSS processes with fidelity in their classrooms.

Sarah Ruddock

06/01/2024

Notes:

	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:			Currently, we have increased core SEL instruction from twice a month to weekly with a school counselor using the second-step curriculum. School counselors meet with tier 3 students for check-ins based on their individual plans. Most teachers start their day with a morning meeting or daily check-in. The administration is incorporating an SEL strategy into monthly faculty meetings. These strategies will be encouraged to be used in the classrooms. Our MFLAC meets with students by parent or teacher request. All classrooms are equipped with a clam down corner and students are encouraged to use it when needed.	Limited Development 10/14/2022		
How it will look when fully met:			When this objective is fully met, all teachers will have a process for a daily SEL quick check, such as a morning meeting. All teachers will encourage students to use self-regulating strategies such as deep breathing, counting, or items in the calm down corner when students' emotions are elevated. School counselors will use data from the BIMAS as well as teacher and counselor observations to determine which students need tier 2 and tier 3 SEL interventions. We will use data from the student services tracking document to see if these strategies are decreasing the amount of adult intervention needed.		Kennedy Washington	06/14/2024
Actions				1 of 4 (25%)		
	8/4/23	All teachers will set up a calm corner in their classrooms and also train students on how to utilize the resources within the calm corner in order for all students to self-regulate.		Complete 09/15/2023	Sarah Ruddock	09/15/2023
<i>Notes:</i> 9/15/23: Additional calm corner supplies were ordered based on classroom inventory. Calm corner training was provided for new to Miller teachers to ensure understanding of the purpose.						
	8/4/23	Students will receive Tier 1 / core SEL lessons from the school counselors on a weekly basis in order to teach the five case1 competencies as well as the 10 global leadership competencies through a research-based curriculum.			Kennedy Washington	06/04/2024
<i>Notes:</i> 9/20/23: A crosswalk between second step and the global leadership competencies was provided to the counselors so they can begin addressing the competencies through the second step curriculum.						

8/4/23	Staff meetings will include an SEL component to work with staff members on identifying student emotional states in order to guide their students with managing their emotions.		Hannah Gray	06/04/2024
<p><i>Notes:</i> 8/7/23: Staff completed a growth circles activity during staff meeting. Encouraged to take back to the classroom.</p> <p>9/5/23: Staff completed the Global Leaders' Kickoff during staff meeting. Staff are completed self-awareness module during September to begin implementing in October.</p>				
8/4/23	Staff will analyze BIMAS data three times a year to determine Tier 2 and Tier 3 needs when developing small groups and one on one sessions with student services staff in order to increase the effectiveness of personalized SEL interventions.		Kennedy Washington	06/04/2024
<p><i>Notes:</i></p>				

	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>Currently, our teachers meet as a grade level at the end of the school year in order to develop classroom roster suggestions for students which is turned in to the instructional leadership team and reviewed for classroom set up. Students are assigned a homeroom and letters are sent to parents informing them of the date for open house as well as their teacher's introduction letter a week before open house.</p> <p>Kindergarten showcase is held every spring to welcome incoming kindergarten students to EEMES.</p>	No Development 10/14/2022				
<i>How it will look when fully met:</i>	<p>When this objective is being fully met, a consistent plan will be in place to allow students an opportunity to meet the next grade level teachers before the school year has ended. The exceptional children's teachers will work with specific students who struggle with change and work to alleviate any anxieties students may have about the new setting by assisting them with the transition during the first week of school. Open house will have a goal of meeting 80% of families on the day of and then reaching out personally to the remaining 20% in order to ease the transition to a new classroom and grade level.</p>		Katherine Greene	06/06/2025		
Actions				0 of 3 (0%)		
9/20/23	Kindergarten showcase will be held each spring in order to welcome incoming kindergarten students to EEMES and prepare them for entry in to their K-12 education.		Kayla Dyson	05/01/2024		
<i>Notes:</i>						
9/20/23	Fifth grade students will attend a field trip to Anne Chesnutt Middle School each spring in order to begin to understand the transition to middle school.		Heather Hough	05/01/2024		
<i>Notes:</i>						
9/20/23	Teachers in collaboration with the leadership team will create well-balanced classes for the next grade level at the end of each school year in order to ensure all teachers are set up for success and that students are matched appropriately with the strengths of the teachers.		Sarah Ruddock	06/01/2024		
<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>		EEMES has several leadership teams that meet throughout the month. The instructional leadership team comprised of the principal, assistant principal, and the instructional coach meet weekly. The school improvement team consisting of a teacher from each grade level, the student services members, an instructional assistant, and a parent representative meet once a month. The staff as a whole also meets once a month and then again in correlates once a month.	Limited Development 10/14/2022			
<i>How it will look when fully met:</i>		When this objective is being fully met, the instructional leadership team will continue to meet once a week and will include instructional rounds with specific focuses into the agenda. The school improvement team will continue to meet once a month, as will the various correlates. The student services team will also begin meeting once a month in order to discuss students with disabilities, attendance concerns, health concerns, and overall concerns.		Hannah Gray	06/07/2024	
Actions			1 of 4 (25%)			
	10/5/23	The school improvement team will meet once a month to review progress in the school improvement plan and review data related to our school improvement goals.		Quintessa Brooks	06/01/2024	
<i>Notes:</i>						
	10/5/23	The instructional leadership team will meet at least twice a month to review walk-through/observation data and create next steps for supporting individual teachers.		Sarah Ruddock	06/01/2024	
<i>Notes:</i>						
	10/5/23	Correlate teams will meet once a month to review data related to their team (ex. PBIS reviews discipline/ABE data) as well as ensure that events and actions they are assigned are completed.		Sarah Ruddock	06/01/2024	
<i>Notes:</i>						
	10/15/22	The instructional leadership team will meet once a week and discuss instructional concerns based on prior instructional rounds/observations.	Complete 06/06/2023	Administration	06/05/2024	

Notes: August 2022 - We met on August 19, 2022 for leadership meeting.

October 2022 - We met three times in October for our leadership meetings.

November 2022 - We met on November 28, for our leadership meeting.

December 2022 - We met on December 5, for our leadership meeting.

January 2023 - We met twice for our leadership meeting in January.

February 2023 - We met twice in February for our leadership meeting.

April 2023 - We met on April 3, for our leadership meeting.

May 2023 - We met on May 1, 8, 15, & 22nd for our leadership meetings.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers meet once a week at a grade level to design standard-based lesson plans and discuss ideas for differentiation and personalization. Teachers meet with the leadership team three times a month to focus on data, MTSS, lesson planning and LETRS. The leadership team has created the structure to begin vertical collaboration across all content areas as well as SEL.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers will implement standards-aligned lesson plans that are differentiated and personalized using county-vetted resources. All teachers will analyze data at least three times a year and use the data to guide small-group instruction. All teachers will participate in a vertical team and share information about their assigned content area with their grade levels. There will be an increase in knowledge of how the standards are vertically aligned and what gaps to look for based on the alignment. There will be an increase in student academic achievement due to the implementation of these strategies.		Katherine Greene	06/04/2024
<i>Actions</i>			0 of 3 (0%)		
	8/4/23	All homeroom teachers will participate in a full day of planning with their grade levels following benchmark assessments to develop whole-group and small-group plans based on student needs in order to increase student academic performance.		Katherine Greene	06/04/2024
<i>Notes:</i>					
	8/4/23	The school will develop vertically aligned content-based cohorts that will meet three times a year in order to increase teacher knowledge of gaps that students may be experiencing.		Katherine Greene	06/04/2024
<i>Notes:</i>					
	8/4/23	Teachers will have a focused weekly PLC that will include, data, MTSS, lesson planning, & LETRS in order to deepen teacher knowledge and increase student academic achievement.		Katherine Greene	06/04/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal and assistant principal conduct observations in NCEES on a scheduled rotation. These observations typically include a pre-conference, the observation itself, and a post-conference to discuss strengths and areas for improvement. iRounds are conducted on an as needed basis and informal walkthroughs are conducted regularly with feedback given in written form to the teachers.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is being fully met, the principal will be considered highly visible on a climate survey conducted with the staff. Both administrators will make short, regular classroom observations which will be tracked in a notes document to ensure that all teachers are being seen as needed. These observations will also be tied to the school's MTSS process by providing professional development opportunities for staff based on observations as well as monitoring the Tier 2 and Tier 3 interventions taking place to ensure they are being done with fidelity.		Hannah Gray	06/06/2025
Actions			0 of 2 (0%)		
9/20/23	Administration will dedicate time each week to providing feedback to teachers via the iRounds tool in order to grow teachers professionally leading to an increase in student achievement.			Administration	06/01/2025
<i>Notes:</i> 9/20/23- During the first quarter 13 iRounds were completed.					
10/15/22	An observation schedule and tracker will be developed by the school principal for the school year in order to provide formal feedback to teachers via the teacher evaluation system leading to growth among teachers and an increase in student academic achievement.			Administration	06/06/2025
<i>Notes:</i> 9/20/23- The admin team has almost completed the first round of observations and is tracking in a google sheet.					
May 2023 - The administration created a Google Sheet to keep track of all of the observations and tracked when they were observed, conference, and signed off on.					

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>		Currently the EEMES instructional leadership team monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers through the use of the iRounds tool and NCEES Observations. The principal and the ILT review lesson plans weekly checking on standards alignment, pacing, and proper assessment tools. The ILT reviews the data from assessments and uses the data to make informed decisions regarding review, small group instruction, and remediation.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When the objective is fully implemented, the EEMES ILT will meet weekly to discuss classroom teacher observations, assessment data, and lesson plan construction to develop coaching plans that provide timely, clear, constructive feedback to teachers. The use of the iRounds tool as well as the NCEES observations will facilitate conversations as the ILT team reviews the data from assessments and uses the data to make informed decisions regarding review, small group instruction, and remediation. The ILT will also instruct teachers on one high yield instructional strategy throughout the year and then complete instructional rounds to provide feedback and support for the teachers. This will help teachers to implement the best research based instructional practices to increase student growth and proficiency.		Hannah Gray	06/14/2024
<i>Actions</i>			4 of 6 (67%)		
	10/14/22	Staff meeting agenda's will contain one high yield strategy used to instruct teacher's in it's implementation.	Complete 05/08/2023	Letty Lozano	05/01/2023

Notes: May 2023 - Teachers were reminded during the May staff meeting to continue to use the Higher Order Thinking skills within their classrooms to prep for the EOGs.

April 2023 - Teachers are using the HYS, Higher Order Thinking within their classrooms.

February 2023 - Teachers were reminded during the February staff meeting to continue to use the Higher Order Thinking skills within their classrooms.

January 2023 - Teachers will begin including high yield strategies in their lesson plans located in Planbook. This will also be one of the focuses during walkthroughs (Numbered Heads Together)

November 7, 2022 - Dr. Abraham Johnson reviewed the high yield strategy in the staff meeting. This strategy was Numbered Heads Together)

October 2022 -

September 2022 - During the September staff meeting, the teachers got into groups to participate in the ice breaker using the HYO Numbered Heads Together.

August 2022 - During the staff meeting, we introduced the Higher Order Thinking using Numbered Heads Together.

10/14/22 During PLC meetings the instructional coach will offer support on the implementation of high yield instructional strategies.

Complete 05/17/2023

Katherine Greene

05/17/2023

Notes: April 2023 - During PLCs, Ms. Greene reviewed the HYS, Higher Order Thinking with the teachers and shared the CCS briefing document and example video with them.

February 2023 - During PLCs, Ms. Greene shared the Higher Order Thinking high yield strategy with the staff.

November 2022 - During PLC meetings, Ms. Greene reviewed Numbered Heads Together with an activity that the teachers completed to open their PLC meeting. She reviewed in each PLC following it the expectation to be using these high yield strategies during instruction.

10/14/22 During iRounds, the ILT will place a focus on high yield instructional strategies being implemented and utilized in classrooms.

Complete 06/02/2023

Sarah Ruddock

06/02/2023

Notes: April 2023 - During our CCS walkthrough the leadership team and county curriculum specialists put a high focus on seeing the high yield strategy "Higher Order Thinking" in action with the classrooms.

November 2022 - During our CCS walkthrough the leadership team and county curriculum specialists put a high focus on seeing the high yield strategy "numbered heads together" in action with the classrooms.

10/14/22	The instructional leadership team will monitor lesson plans as well as observe in classrooms for evidence of high yield instructional strategies.	Complete 06/02/2023	Katherine Greene	06/02/2023
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Notes: June 2023 - The instructional leadership team monitored lesson plans and completed walk throughs to see evidence of the high yield strategies taking place within the building.

10/5/23	Twice a year, teachers will participate in a full-day data day by grade level to review all data (mClass, benchmarks, unit assessment, math tasks, etc) in order to analyze trends and make a plan for remediation/reteaching/enriching of the standards that have been taught and assessed.		Katherine Greene	05/01/2024
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Notes:

10/5/23	Once a month during PLCS, teachers will review data from common formative assessments in order to analyze trends and create plans to remediate/reteach/enrich those standards.		Katherine Greene	06/01/2024
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Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		EEMES has an evaluation system in place with evaluations being completed in NCEES by the principal and assistant principal as well as peer observations when required by certified staff. The instructional leadership team utilizes high yield instructional strategies with teachers which is then brought into the classroom instruction. Our beginning teacher program is led by our assistant principal and has meetings once a month that address specific needs for these teachers as well as more frequent feedback on their practice. Each of our beginning teachers has a mentor on their grade level or in a close grade level. Our Participate teachers from other countries are also given an informal mentor to assist them inside the classroom as well as outside of the classroom.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is being fully met, beginning teachers will be assigned fully trained mentors in their grade level or in an adjacent grade level and will also attend monthly meetings based on their needs. All evaluators will have professional development and training on evaluation methods and coaching conversations that will be utilized on a regular basis. A correlate will be developed to work on a reward, retain, and recruit plan for highly qualified educators in the building and will meet monthly with by-laws and assigned activities.		Hannah Gray	06/14/2024
<i>Actions</i>			0 of 3 (0%)		
	9/20/23	All beginning teachers will be assigned a mentor and will participate in monthly BT meetings in order to increase their knowledge of best practices in teaching leading to more effective teachers.		Sarah Ruddock	06/01/2024
<i>Notes:</i>					
	10/5/23	The principall will include other team members when interviewing and making hiring decisions in order to ensure that candidates are well-suited for collaboration with the colleagues they will be working mostly closely with.		Administration	06/01/2024
<i>Notes:</i>					
	10/15/22	The Sunshine Correlate will plan monthly activities to enhance the morale of teachers working at EEMES leading to an increase in teacher retention.		Melanie Varvi	06/14/2024

Notes:

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.		Melody Boyd	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.		Melody Boyd	03/29/2024

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	EEMES utilizes ClassDojo for a frequent line of open communication between the school and home. Currently, all teachers have active accounts and share private messages as well as class stories for their class information. The school also has a story page where all important information is posted. The principal makes a BlackBoard phone call home weekly with all important dates and information. Parent conferences are held twice a year, with teachers maintaining notes pages for each conference and schedules housed in the front office. Curriculum nights are held 4 times per year, with each night pertaining to a different subject area and expectations, including PBIS, Math, Reading, and Science. Progress reports are sent home at the 4-week mark and report cards are sent home after the end of the nine weeks. Both follow expectations set by the principal regarding comments and grading standards.	Limited Development 10/14/2022		
How it will look when fully met:	When this objective is being fully met, teachers will send home graded assignments a minimum of once per week and also update PowerSchool grades a minimum of once per week. Teachers will hold parent conferences twice a year, once in the fall and once in the spring, with minutes from what was discussed. Information will regularly be posted on ClassDojo for all stakeholders to access and participate in events held at the school. Curriculum nights will be held four times a year for the four different areas of expectations: PBIS, math, reading, and science. Each of these nights will have standards-based information for parents as well as resources for how they can support the instruction at home. There will be a parent resource support station located in the foyer of the school that will contain skill-based manipulatives and resources that parents can take home to use with their child to reach IEP, 504, and PEP goals. The parent resource support station will also contain a QR code with access to digital resources for parents to access anytime.		Natasha Jarman	06/04/2024
Actions		1 of 3 (33%)		
8/4/23	In collaboration with the family ambassador, academic achievement correlate, and parent engagement correlate, we will create a parent resource support station in the foyer of the school that will contain skill-based manipulatives and resources in order to equip parents to help their child meet their IEP, 504, and PEP goals.	Complete 10/23/2023	Katherine Greene	12/01/2023
<i>Notes:</i> October 2023 - The EEMES parent resource station was created in the school's foyer that holds K-6 ELA and Math resources for the parents to use at home to support their child better.				

8/4/23	We will hold four curriculum nights, Title 1, ELA, Math, and Science, throughout the school year in order to keep parents involved and updated as a vital part in their child's education.		Natasha Jarman	06/04/2024
<i>Notes:</i> August 10, 2023 - Title 1 Parent Night was held from 5:00 - 6:30. September 14, 2023 - Reading Night was held from 5:00 - 6:30.				
8/4/23	All teachers will utilize agendas and Class Dojo to keep in daily communication with parents and guardians in order to keep an open line of communication with families about their child's educational experience.		Letty Lozano	06/04/2024
<i>Notes:</i>				