

Comprehensive Progress Report

Mission: Elizabeth Cashwell students will excel in an exceptional environment. Elizabeth Cashwell staff will collaborate with our committed community. Elizabeth Cashwell leaders will empower our premier professionals. Elizabeth Cashwell staff will support our successful students.

Vision: The Elizabeth Cashwell community is committed to **Excellence, Collaboration, Empowerment, and Success** in a safe, and caring environment.

Goals:
Elizabeth Cashwell overall performance proficiency in mathematics will increase to 38.3% grade levels 3-5. This is an increase of 5% proficiency.
Elizabeth Cashwell overall performance proficiency in reading will increase to 45.9% grade levels 3-5. This is an increase of 5% proficiency.
Elizabeth Cashwell overall performance proficiency in science will increase to 54% in grade 5. This is an increase of 5% 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>			Our school is a PBIS school. We have revised our PBIS implementation plan schoolwide. We currently have schoolwide rules and expectations along with common language expectations. Not all members of our faculty and/or students are consistently knowledgeable of PAWS and what this means for staff and students. Currently, we do not have implementation with fidelity across our school campus.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>			<p>Parent contacts are being made frequently and often, as evidenced by parent contact logs and ClassDojo.</p> <p>At full implementation, PBIS matrices & classroom rules are being displayed and visible in all classrooms and locations schoolwide. Resource teachers are hosting a PBIS kickoff with all students during the first month of school to introduce, teach, model, and reinforce PBIS expectations. All classroom teachers will also provide students with a refresher following Winter break. Teachers are learning the expectations of the PBIS matrix & PAWS during staff meetings and ongoing professional development embedded into monthly meetings and PLCs. Students are learning the expectations of the PBIS matrix & PAWS by learning about the matrix and PBIS expectations during daily teacher lessons/Morning Meetings. Teachers and students are able to use and correctly respond to PBIS common language throughout the school. ABE implementation training is being provided to staff to set the expectations for appropriate implementation schoolwide to include use for documentation as well as evidence of classroom interventions. Data notebooks and/or walls are created for implementation for all grade levels, with age appropriateness. Students are tracking data associated with their ClassDojo percentages. ClassDojo is being implemented in all classrooms and used to track daily student behaviors and positive reinforcement with fidelity by all ECES premier professionals. Fidelity means that teachers are utilizing ClassDojo daily. Teacher fidelity and implementation of ClassDojo are being monitored monthly to ensure fidelity to the 3:1 positive: negative reinforcement expectations.</p>		Tammy Grover	06/01/2024
Actions				4 of 9 (44%)		
	9/16/22	PBIS matrix & classroom rules will be displayed and visible in all classrooms and locations schoolwide.		Complete 09/30/2022	Rachel Gibson	09/30/2022

Notes: 9/30/2022 The PBIS matrix was provided to all new classroom teachers & staff to be displayed for reference in classroom spaces. The PBIS chairs Mrs. Grover & Mrs. Gibson ensured that the matrices as well as classroom rules were provided for all. There were several opportunities for teachers to reach out as well to replace any missing materials for their classroom spaces. Classroom teachers created PBIS spaces in their classrooms.

9/16/22 Resource teachers will host a PBIS kickoff with all students during the first month of school to introduce, teach, model, and reinforce PBIS expectations. This will be evidenced through the PBIS kickoff presentation.

Complete 11/14/2022

Rachel Gibson

10/10/2022

Notes: November 11-12-22: On 09/06/22 and 09/07/22 the ECES Resource team teachers hosted a PBIS Orientation with all students during scheduled resource block times in the cafetorium using the designed presentation.

9/16/22 ABE implementation training will be provided to staff to set the expectations for appropriate implementation schoolwide. Initial training will be flipped as evidenced by flipped content. Follow-up training and support will be evidenced by October faculty meeting agenda topics.

Complete 01/09/2023

LaTonya Adams

10/31/2022

Notes:

January: 1/9/23 Faculty Meeting: Discussed the importance of maintaining notes in ABE and how to enter classroom actions and assign interventions. Interventions can be completed in calm corners. With the exception of extreme behavior(s), notes, classroom actions and interventions should precede office referrals. Evidence: Notes made on Sample Student Tiger Cub
12-5-22 December: October 18 training scheduled with Ms. Adams, Mr. Cole, and Horace Small was cancelled due to Mr. Small's PD schedule. We are requesting additional PD to target ABE documentation of in-class interventions and classroom actions.

9/16/22 Data notebooks and/or walls will be created for implementation for all grade levels, with age appropriateness. Students will track data associated with their ClassDojo percentages. This will be evidenced by data notebook/wall templates and sample data notebooks and wall from students and classrooms.

Complete 02/06/2023

Lloyd Carter

01/15/2023

Notes: May 5.8.23 - Data walls and notebooks are fully implemented and used to guide discussions with students.

April 4.17.23 -

Data walls and notebooks are fully implemented and used to guide discussions with students.

March 3.20.23-

Data walls and notebooks are fully implemented and are being used for student discussions. In Kinder, students can recognize what green/red coloring coding means. In first grade tracking of pre/post assessments are going well with students. In EC resource, the data wall has brought about a sense of friendly competition although it is not created for that purpose.

February 2.6.23 -

Data walls and notebooks are fully implemented in grade levels and being used for student discussions.

January: 1.17.23 -

Fourth grade data walls have been printed and will be posted by the end of the month. Each first grade class has their data walls posted. They are monitoring the DOLCH words, pre and post assessments for math, and mClass. Third grade is working on printing on their data wall. They are printing the pages for the data notebooks. Fifth grade has printed their data books. Teachers have had discussions with students and students have started to put their data in their books. Second grade uses their data sheets. Teachers meet with students after a data point is collected and discuss the data and growth. Kindergarten has math and mClass board up in their rooms. Teachers average the levels from the math tasks and post them. They are working on collecting their mClass MOY data. Class Dojo is a part of the conversation for each grade level.

December: 12.12.22

Templates for data notebooks are in the Successful Student's folder for grade levels. All data notebooks and walls will be 100% implemented by 1/9/23.

November 11-14-22:

Every Friday or every other Friday, students who have 85% or higher on Class Dojo visit the treasure box. A Class Dojo data class discussion will take place prior to visiting the treasure box. This will serve as the data wall.

9/16/22	ECES Premier Professionals will learn the expectations of the PBIS matrix & PAWS during staff meetings and ongoing professional development embedded into monthly meetings and PLCs. This will look like mini PD on expectations for effective implementation of PBIS, ABE, and Classdojo along with modeling and demonstrations. This will continue throughout the school year with ongoing development during PLCs and monthly meetings. This will impact building the knowledge and capacity of staff members to effectively implement the schoolwide expectations. This will be measured by our yearly PBIS assessment/walkthrough visit and ABE/discipline data.		Tammy Grover	12/19/2023
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Notes: October 2, 2023, There was an in-service held for Calm Corners given to the staff by SST as well as resources given through google slides. Behavior Intervention methods were given out to staff as well as behavioral tracking sheets.

September 19 2023 At the beginning of the school year, August 14th. We completed a mini PD for staff members to inform them about the PBIS matrix and PAWS. Mrs. Richards did a small PD on ABE for the staff also.

March 3-2-23: We continue to touch on the PBIS Matrix during Morning Meeting to reinforce behaviors. Lessons for March Monthly Morning Meetings is on Teamwork/Relationships. PBIS expectation is taught daily in the classroom as well as being reinforced by staff in the school to show consistency with behaviors. The team has kept this action open past the original target date due to fidelity to PAWS schoolwide procedures. We have noted that there is more work to be done via reiterating the expectations and following the schoolwide expectations for student consequences and ClassDojo ratio.

February: 02-27-23 Retaught PBIS Matrix during Morning Meeting to reinforce behaviors after winter break. Lessons for February Monthly Morning Meetings is on Kindness. PBIS expectation is taught daily in the classroom as well as being reinforced by classroom teacher to show consistency with behaviors. The team has kept this action open past the original target date due to fidelity to PAWS schoolwide procedures. We have noted that there is more work to be done via reiterating the expectations and following the schoolwide expectations for student consequences and Clasdojo ratio.

January: 1-23-23 Retaught PBIS Matrix during Morning Meeting to reinforce behaviors after winter break. Lessons for January Monthly Morning Meetings is on Self- Control. PBIS expectation is taught daily in the classroom as well as being reinforced by classroom teacher to show consistency with behaviors.

December 12-5-22: Lessons for December Monthly Morning Meetings is on Honesty. PBIS expectation is taught daily in the classroom as well as being reinforced by classroom teacher to show consistency with behaviors.

November 11-12-22: Lessons for November Monthly Morning Meetings was on Respect/Manners. PBIS expectation is taught daily in the classroom as well as being reinforced by classroom teacher to show consistency with behaviors.

9/16/22	ECES Premier Professionals will set up calm corners and teach students the procedures for how to appropriately utilize the calm corner. Social Worker or Restorative Justice Facilitator will work to inform staff of the use of calm corners to then be able to teach students. This will allow students to utilize the calm corner to support the management of their emotions.		Alesha Powell	12/19/2023
<p><i>Notes:</i> October 2, 2023: Calm Corners given to the staff by SST as well as resources given through google slides. Behavior Intervention methods were given out to staff as well as behavioral tracking sheets.</p> <p>September 19 2023: Calm Corners given to the staff by SST as well as resources given through google slides. Behavior Intervention methods were given out to staff as well as behavioral tracking sheets.</p> <p>02/27/23: Teachers and students are provided calm corner reinforcements by both school counselors during guidance lessons. Counselors and Social Worker direct students to use the calm corner when support staff is called in to assist with behavior management in the classroom.</p> <p>01/12/23 Teachers and students are provided calm corner reinforcements by both school counselors during guidance lessons. Social Worker orders and replenishes calm corners when classes run out of things. Counselors and Social Worker direct students to use the calm corner when support staff is called in to assist with behavior management in the classroom.</p> <p>12/19/22: Every teacher at school has set up a calm corner in their classroom. Teachers are using calm corners to help students distress and learn to control and monitor their behaviors.</p> <p>11/07/22: Every teacher at school has set up a calm corner in their classroom. Teachers have asked for supplies that have went missing last year. Teachers were not fully supplied with all the replacement items needed.</p>				

6/22/23	<p>Students will learn the expectations of the PBIS & PAWS matrix by learning about the matrix and PBIS expectations during daily teacher lessons/Morning Meetings. PAWS will be immersed in daily morning announcements to reinforce students learning the expectations. Students will be able to use and correctly respond to PBIS common language throughout the school. This will be demonstrated through improvement of student behavior as reflected by ABE and Clasdojo data. Morning Meeting lesson guidance presentations provided to teachers as well as data from PBIS visits will also support evidence of this action.</p>		Katrina Thornton	12/19/2023
Notes:	<p>October 6th 2023 Teachers are working to include morning meetings but are not always able to complete morning meetings. More teachers are using morning meeting information. SEL guidance was given to teachers to assist with SEL completion for throughout the day. Affirmations, calm corners, student check-ins as needed.</p> <p>September 25th 2023: Teachers are not completing morning meetings information with fidelity. Concerns are lack of time, breakfast schedule.</p>			
9/16/22	<p>ABE will be implemented with fidelity by all ECES Premier Professionals to mitigate behavior concerns along with resources from PBIS World for interventions. This will be evidenced by ABE reports and evidence/documentation of behavior interventions with monthly monitoring. Teachers will use ABE to note, monitor, & track student behaviors as well as parent communications. Teachers will also use ABE to submit discipline referrals following the behavior consequences continuum.</p>		Emily Richards	06/01/2024

Notes: 6/6/2023: At SIT, we determined that we are not where we need to be with PBIS fidelity implementation & consistency with behavior expectations across our campus. Moving into the 23-24 SY we will need to revisit the process and expectations with the whole school & do a better job at tracking behavior data. Data will be tracked by a correlate as well as by leadership & additional support will be implemented as necessary.

5/8/2023 Teachers are using ABE to write a referral for major behaviors as well as taking notes to track behaviors. Clasdojo is being used but not with fidelity. New incentives are helping to reduce some behaviors however students are also inclined to request other items such as chips, free time or lunch with a teacher.

04/17/2023: Teachers are using ABE to write a referral for major behaviors as well as taking notes to track behaviors. Clasdojo is being used but not with fidelity. New incentives were made and were brought up in the school meeting on Mar 6th and incorporated with clasdojo as extra incentives. The new incentives have been provided to students.

03/20/2023 Teachers are using ABE to write a referral for major behaviors as well as taking notes to track behaviors. Clasdojo is being used but not with fidelity. New incentives were made and were brought up in the school meeting on Mar 6th and incorporated with clasdojo as extra incentives.

2/27/23: Teachers are using ABE to write a referral for major behaviors as well as taking notes to track behaviors. Clasdojo is being used but not with fidelity. New incentives are made and will be brought up in our school meeting on Mar 6th and incorporated with clasdojo as extra incentives.

1/12/23 : Teachers are using ABE to write a referral for major behaviors as well as taking notes to track behaviors. Clasdojo is being used but not with fidelity. We are working on new incentives to help improve student behaviors for February and hopefully have it incorporated in dojo by March.

12/19/22: Teachers are using ABE to write a referral for major behaviors as well as taking notes to track behaviors. Clasdojo is being used but not with fidelity. Some classes are giving negative and positive points as they should. We will have a meeting with the whole school to go over class dojo again, so all teachers will be on the same page.

11/7/22: Teachers have implemented ABE in their classroom and are using the notes to take behaviors of students in their classroom (this helps to track behaviors). Clasdojo is being used but not with fidelity. Some classes are giving negative and positive points as they should.

9/16/22	<p>ECES Premier Professionals will implement ClassDojo schoolwide and used to track daily student behaviors and positive reinforcement with fidelity by all ECES Premier Professionals. This will ensure that we are meeting the needs of students' SEL & providing consistent reinforcement of positive behaviors & support for negative behaviors with data to support. Fidelity means that teachers are utilizing ClassDojo daily with the 3:1 positive: negative reinforcement expectations. Rewards and consequences are consistently implemented in all areas of the building. This will be evidenced by Classdojo and ABE reports with bi-monthly monitoring.</p>		Tammy Grover	06/01/2024
<p><i>Notes:</i> October 2, 2023: Dojo points have been reviewed for positive and negative points and grade levels are progressing and steadily updating their grade level chairs on progress. Teachers are encouraged to put notes into Class Dojo for parent information as well as entry into ABE when necessary.</p> <p>September 18, 2023: We are using class dojo daily. The grade level representatives are looking back at the dojo points for compliance purposes. Graham comments that Kinder is good, Clarke-Brown says 1st is catching up but progressing, Palomo comments that 2nd is consistent across the board, 3rd discussing at grade level planning, 4th grade will check in with staff at grade level planning, 5th grade is on track with dojo.</p> <p>6.6.2023 AT SIT we determined that we are not where we need to be with PBIS fidelity to implementation & consistency with behavior expectations across our campus. Moving into the 23-24 SY we will need to revisit the process and expectations with the whole school & do a better job at tracking behavior data. Data will be tracked by a correlate as well as by leadership & additional support will be implemented as necessary.</p> <p>5/8/2023 Students who reached 85% or higher will be attending the PBIS celebration on 5/25 attended the meeting. Teachers have done better better with using dojo with fidelity to show behavior progress throughout the classroom environment.</p> <p>4/17/2023 Students who reached 85% or higher recently attended the PBIS celebration on 3/16 and 3/17. 446 students attended the meeting. Teachers have done better better with using dojo with fidelity to show behavior progress throughout the classroom environment. In March we have incorporated Lunch with a Teacher Pass, Homework Pass, Tik Tok with a Teacher, etc as part of the incentives.</p> <p>3/20/23: Students who reached 85% or higher recently attended the PBIS celebration on 3/16 and 3/17. 446 students attended the meeting.</p>				

Teachers have done better better with using dojo with fidelity to show behavior progress throughout the classroom environment. In March we have incorporated Lunch with a Teacher Pass, Homework Pass, Tik Tok with a Teacher, etc. as part of the incentives.

2/27/23 Students who reached 85% or higher recently attended a PBIS celebration. Teachers have done better with fidelity in clasdojo. We will incorporate new incentives sometimes in March to help with student behaviors.

1/29/23 Students who reached 85% or higher recently attended a PBIS celebration. Teachers have not utilized it with fidelity. Fidelity is getting better with classroom behaviors. We addressed teachers not using utilizing clasdojo in our January meeting.

12/19/22 Students who reached 85% or higher recently attended a PBIS celebration. Teachers have not utilized it with fidelity. Some teachers are only giving out positive points which is skewing the data when it comes to earning celebrations and tracking behaviors. Other teachers have not consistently utilizes clasdojo in their classroom. We will address this at the January staff meeting.

11/3/22 Students who earned the most clasdojo points in their class were recognized at their grade level Success Day.

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 each grade level plans collaboratively during PLC and hosts grade level planning guided by the NCSCOS. The district is implementing a new ELA core resource along with launching LETRS training. The master schedule has been revised to add time back to core instructional blocks. CCS approved resources are designated. Teachers are responsible for submitting lesson plans two weeks in advance of pacing. Lesson plans are reviewed by Instructional Coaches and/or Administrators to ensure differentiation and alignment. Comments and suggestions or constructive feedback is given. Consistent planning expectations are on-going and monitored regularly.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		Teachers are being supported weekly during PLC planning sessions. Plans and implementation are being consistently monitored and data driven. Instructional teams are collaborating to study, prepare, and plan for standards-aligned data driven instruction. Teachers are unpacking standards to determine learning targets for instruction, depth of knowledge, rigor, and scaffolding needed to access grade level content. Teachers are implementing high yield instructional strategies consistently to engage students in active learning. Ongoing professional develop is targeting instructional needs for lesson planning, content delivery, and digital technologies. Lesson plans are being reviewed routinely and feedback is being provided by Instructional Coaches and Administration.		Kalissa Skibicki	06/01/2026
Actions			0 of 3 (0%)		
	9/16/22	ECES Premier Professionals will receive professional development to support unpacking standards, writing lesson plans, and preparing to teach lessons during BOY activities. Professional development support will be assessed based on session documentation and/or feedback.		Kalissa Skibicki	06/01/2025

Notes: March 3.24.23 PLCs have continued to meet weekly to plan for instruction & discuss data. PLCs for the months of February-March have focused on standards aligned instruction. Teachers have participated in activities with the ICs to unpack standards, apply learning progressions, explore Wonders standards alignment, and reflection on the alignment of past and future student tasks.

November 11-14-22: For teacher in-service training, teachers attended a session with the Instructional Coaches to establish the role of the IC, lesson planning expectations, and resource information. During BOY activities, teachers attended planning sessions/PLCs with the Instructional Coaches over the course of several weeks that focused on: Lesson Planning expectations and templates, Wonders ELA instruction, focus wall expectations, data/pre assessments, and standards alignment. Small Group Professional Development during PLCs has focused on Small Group & Stations planning for Quarter 1 beginning 9/13/22 through completion of session 6 during PLCs the week of 11/28/22.

7/17/23 ECES Premier Professionals will collaborate during weekly PLC & grade level meetings to unpack standards, write lesson plans, and prepare to teach lessons. This work will ensure that teachers are knowledgeable of the NCSCOS and skills that students should learn & master daily/weekly to impact overall student growth & mastery. Evidence can be collected via grade-level meeting minutes, PLC minutes and lesson plans.

Kalissa Skibicki

06/01/2025

Notes:

7/17/23 Instructional leaders will support grade-level planning with embedded coaching to ensure that teachers have the knowledge, materials, and understanding to support students in the classroom; and to provide modeling and collaborative opportunities. This can be evidenced by PLC meeting minutes & our coaching tracker.

Kalissa Skibicki

06/01/2025

Notes:

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>Currently CCS has MTSS & SST structures in place to provide guidance and expectations. Core resources provide teachers with opportunities for tiered instructional supports and interventions. PBIS World has been updated to include specific interventions for student behaviors. PBIS expectations support behavior & SEL needs. Teachers are required to demonstrate differentiation in small group lesson planning, supported by data. Teachers collaborate in PLC planning along with Instructional Coaches and Administration weekly. Certified remediation teachers have been hired with Title I funding to facilitate small group support and remediation. Documentation and implementation of strategies is not completed with fidelity at this time.</p>	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>			<p>Students are complete with pre, interim, and post-assessments aligned to standards according to the CCS data cycles. Teachers are implementing assessments as designed by CCS data cycle pacing to collect frequent data, with fidelity. ECES Premier Professionals are disaggregating assessment data from interim assessments and post-assessments in order to inform and plan for strategic and intentional small group instruction. ECES Premier Professionals are disaggregating data (academic, behavioral, etc.) in order to provide appropriate tier 2 and/or tier 3 instruction based on individual students' needs. ECES Premier Professionals are progress monitoring in mClass regularly in order to collect data and determine mastery to drive instruction. Student proficiency & achievements are increasing and classroom disruptions is decreasing due to engagement as evidenced by data to include: Mastery Connect, Amplify, RtA, ClassDojo, ABE, formal & informal. Instructional teams are planning lessons by utilizing resources such as implementing high-yield instructional strategies to engage students in lessons and various learning experiences and lesson progressions to provide scaffolds as students work towards mastery. Integration of high-yield instructional strategies & scaffolding are being assessed as evidenced in lesson plans and by observation data.</p>		Lloyd Carter	06/01/2024
Actions				3 of 7 (43%)		
		9/16/22	Students will complete pre, interim, and post-assessments aligned to standards according to the CCS data cycles. Teachers will implement assessments as designed by CCS data cycle pacing to collect frequent data, with fidelity.	Complete 01/31/2023	Tiffany Eakins	01/31/2023

Notes: 5.8.23 Teachers continue to do Post and pre-assessments. 3-5 Teachers also do Standards-based assessments to prepare for EoGs.

March 3.20.23 - We have shown success with this action. Teachers regularly implement pre and post assessments to fidelity.

January 1-17-23: We have shown success with this action. Teachers regularly implement pre and post assessments to fidelity. At this time the targeted date has been updated as this is not an action that we will need to continue monitoring as assessments are taken with fidelity according to CCS pacing.

November 11-14-22: Teachers plan for the pre, interim, and post-assessments in their lesson plans. They are also noted in the data cycle spreadsheet. Moving forward the pre and interim assessments will be optional. Some teachers have expressed that they appreciate having the data to plan and will continue to use them. Students have been completing the assessments.

9/20/22 With a focus on student response to instructional practices, as opposed to student deficits or failures, ECES will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.

Complete 06/01/2023

Tiffany Eakins

06/01/2023

Notes: At this time there is not true measurement for this particular goal statement. It was not monitored individually throughout the 22-23 SY.

9/16/22 ECES Premier Professionals will disaggregate data (academic, behavioral, etc.) in order to provide appropriate tier 2 and/or tier 3 instruction based on individual students' needs as determined by IEPs written for students with disabilities. Supports will be provided through strategically planned small group instruction, digital instructional tools, and remediation or acceleration as needed.

Complete 06/01/2023

Tiffany Eakins

06/01/2023

Notes: 5.8.23 - Final PEP reviews were done. Teachers adjusted skills and tiers. Data was used to formula plans for Final Push.

April 4.17.23 - PEP Review were done recently in PLCs, with focus on adjusting skills and tiers. Teachers participated in data dives and decided on standards for our Final Push.

March 3.20.23 - PLCs are collaborative and teachers are able to have questions answered. Teachers individually speak to resource teachers to help support student goals in whole group and small group.

February 2.6.23: - PEP reviews have been done recently in PLCs, with focus on adjusting skills and tiers. Data Days are planned for all grade levels in the coming weeks to support teachers with data dives.

January 1.17.23: The grade level teachers are interacting with our EC resource teachers to make sure students goals are being met based on their IEPs. PEP reviews will be coming up soon to change small group planning according to student data.

December: 12.12.22 Grade levels have completed PEP reviews for students receiving tier 2 and tier 3 support to see what needs to be adjusted for students to meet goals. SST referral processes have begun as a result of reviewing data. Small group planning changed to accommodate changes made in PEP reviews.

November 11.14.22: We have completed PEPs and IRPs for students receiving tier 2 and tier 3 support.

Data dives took place to allow teachers to dive into data and determine students needing additional support and with specific standard plans.

Remediation has started for grades K-5. Another tutor will begin working with K-3 students in literacy after Thanksgiving.

9/16/22 ECES Premier Professionals will disaggregate assessment data from interim assessments and post-assessments as well as Amplify mClass in order to inform and plan for strategic and intentional small group instruction.

Jennifer Gray

12/19/2023

Notes: October 10th, 2023: Pre-K- focusing on social and language skills during small groups to meet students needs.

Kindergarten- focusing on letter sounds, phonemic awareness, math task- working on writing and counting numbers 0-10

1st grade- Utilizing mClass and Sight Word Assessments to group students; based off of data from assessments.

2nd grade- Numbered Head Talks and Think, Pair, Share to start discussions. "Analyze what struggling students have in common.

3rd grade-Think, Pair, Share/ teach to rebuild understanding. Utilizing games to teach "Main Idea"

4th grade- Contract to work collaboratively
Utilize teacher made test, exit tickets
5th grade- fluency passages from 1st-6th grade out of Wonders;
utilizing data from passages to meet students needs.
EC- Instructional coaches provided training on High yield strategies;
how to incorporate high yield strategies that will work in smaller
settings that caters to students individual needs.
University tutoring will be 3-5 (two new ladies)

September 25, 2023: Pre-K- focusing on social and language skills
during small groups to meet students needs.
Kindergarten- focusing on letter sounds, phonemic awareness, math
task- working on writing and counting numbers 0-10
1st grade- Utilizing mClass and Sight Word Assessments to group
students; based off of data from assessments.
2nd grade- Numbered Head Talks and Think, Pair, Share to start
discussions. "Analyze what struggling students have in common.
3rd grade-Think, Pair, Share/ teach to rebuild understanding. Utilizing
games to teach "Main Idea"
4th grade- Contract to work collaboratively
Utilize teacher made test, exit tickets
5th grade- fluency passages from 1st-6th grade out of Wonders;
utilizing data from passages to meet students needs.
EC- Instructional coaches provided training on High yield strategies;
how to incorporate high yield strategies that will work in smaller
settings that caters to students individual needs.
University tutoring will be 3-5 (two new ladies)

5.8.23 Teachers continue to make use of data to inform instructions.
Data disaggregation must happen as a grade level outside of PLC & be
used consistently when planning for instruction.

April 4.17.23 - Recent data (post assessment and benchmark data) was
used to determine students who would participate in after school
tutoring. Grade levels participated in data dives April 4-5 to review
student mastery and plan standards that will be the focus of small
group instruction.

March 3.20.23 - Teachers continue to make use of data obtained from

assessments to plan for small group instructions and remediation.

February 2.6.23 - Teachers will be in Data Days this week and next week to deep dive into their data.

January: 1.17.23 - There are additional Data Days coming up to do deep dives on MOY mClass data and benchmark assessments. More information will be coming soon.

December: 12.12.22 We use Amplify and progress monitoring to inform and plan for small group instruction. Grade levels will talk about mClass data bi-weekly as a grade level to help create strategic and intentional small group instruction.

November 11-14-22: Up until now, we have disaggregated assessment data from interim and post-assessments as well as Amplify. This is evidence in the data reflection sheets. Beginning December 2022 pre & interim assessments will be optional.

9/16/22 As a result of evidenced based, strategic, data driven whole and small group instruction; at least 49.1% of ECES students will show mastery of grade level core standards. This goal is set to determine our focus for the percentage of our population that we want to grow and/or maintain for proficiency. This will be evidenced by monthly interim and post-assessments, frequent progress monitoring, and benchmark assessments.

Emily Richards

12/19/2023

Notes: 5.8.23 Based on the last Benchmark taken at 5th Grade Math 21.8 % projected proficient; Reading 28.7% and Science 37.6% projected proficiency. On our last data day in PLC, K was at 70% mastery of Unit 6 Post Test (NC.K.OA.1, NC.K.OA.2, NC.K.OA.6, NC.K.CC.6); 1st grade was at 67% for Unit 6 Task 1 - NC.1.G.1 & 46% for Unit 6 Task 2 - NC.1.G.2; 2nd grade was at 41% for MD.1-2, 53% for MD.3-4, & 48% for MD.5. Our EOY mClass indicates that 88% of kindergarteners, 56% of first graders, 44% of second graders, and 56% of our third graders are proficient in reading.

March 3.20.23 - In grades 3-5, according to Mastery Connect data,

students have mastered 26.3% of standards assessed. 29.6% of students are approaching mastery of standards assessed thus far. In EC resource there has been a focus on classroom accommodations that best support students and testing results as an impact on environment & testing tools. In 1st grade, our Unit 5 Pre & Interim Assessment are averaging a level 2. Students struggle to explain how an equation is true or false, the ability to count in sequential order, set up equations, and use a strategy to solve. In 2nd grade, our Unit 6 Math pre-assessments are showing an average of 2 for our measurement standards that we have begun learning about.

Amplify Data shows that BOY to MOY Kindergarten- 33% of students who were red remained red, 8% Y, 21% G, 38% B. BOY to MOY First-79% of students who were red remained red, 16% Y, 5%G G, 0% blue. BOY to MOY Second-79% of students who were red remained R, 17% Y, 4% G, 0% B. BOY to MOY Third 92% of student who were red remained red, 5% Y, 3%G, 0%B

January 1-17-23: The following data is the most recent data by proficiency.

Kindergarten - On the unit 3 math post test tasks, over 90% of the kindergarten students were proficient.

First Grade - On the unit 3 math post test, overall more students were proficient on NC.1.MD.4 than on NC.1.NBT.7.

Second Grade - On the unit 3 math post test, less than 50% of our students were proficient.

Third Grade - On the unit 2 reading post test over 50% of our students were proficient on RL.3.3 and RI.3.3 (2 of the 7 standards assessed). On the unit 5 math post test 49% of students were proficient on 3.G.1 (the only standard assessed).

Fourth Grade - On the unit 4 math post test, over 50% of the students were proficient on NC.4.NBT.5 (1 of the 5 standards assessed).

Fifth Grade - On the unit 4 math post test, there was no standard (3 assessed) in which more than 50% of our students were proficient.

November 11-14-22: Small group instruction has begun in all classrooms. We have seen some growth as a result of small-group instruction. Data sheets show evidence of this growth.

9/16/22 Instructional teams will plan lessons by utilizing resources such as implementing high yield instructional strategies to engage students in lessons and various learning experiences and lesson progressions to provide scaffolds as students work towards mastery. Integration of high-yield instructional strategies & scaffolding will be assessed as evidenced in lesson plans and by observation data.

Jennifer Gray

12/19/2023

Notes: October 9 2023: Pre-K- focusing on social and language skills during small groups to meet students needs.

Kindergarten- focusing on letter sounds, phonemic awareness, math task- working on writing and counting numbers 0-10

1st grade- Utilizing mClass and Sight Word Assessments to group students; based off of data from assessments.

2nd grade- Numbered Head Talks and Think, Pair, Share to start discussions. "Analyze what struggling students have in common.

3rd grade-Think, Pair, Share/ teach to rebuild understanding. Utilizing games to teach "Main Idea"

4th grade- Contract to work collaboratively

Utilize teacher made test, exit tickets

5th grade- fluency passages from 1st-6th grade out of Wonders; utilizing data from passages to meet students needs.

EC- Instructional coaches provided training on High yield strategies; how to incorporate high yield strategies that will work in smaller settings that caters to students individual needs.

University tutoring will be 3-5 (two new ladies)

September 22 2023: Pre-K- focusing on social and language skills during small groups to meet students needs.

Kindergarten- focusing on letter sounds, phonemic awareness, math task- working on writing and counting numbers 0-10

1st grade- Utilizing mClass and Sight Word Assessments to group students; based off of data from assessments.

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EC- Instructional coaches provided training on High yield strategies; how to incorporate high yield strategies that will work in smaller settings that caters to students individual needs.

University tutoring will be 3-5 (two new ladies)

June 2023-As a SIT team we have determined that at this time, as a

school we need to focus on implementation of HYS that have been learned thus far, by planning strategically. Currently, the goal has not been met with fidelity, consistency, and intentional planning.

May 5.8.23 Grade level teams continue to use planning time to plan lessons and learning experiences that provide scaffolds for students. Teams make use of some high yield instructional strategies.

April 4.17.23 - Grade level teams are using team planning time to identify high-yield strategies in lesson plans. Turn and talks have been seen more frequently in classrooms, and we will be focusing on more higher-order thinking and distributive summarizing.

March 3.20.23

- Grade level teams are using team planning time to discuss implementation of high-yield strategies in lesson plans

February 2.6.23- Grade level teams are using team planning time to find and implement high-yield strategies in lesson plans.

January 1-17-23: - Resources were given in PLCs for high-yield strategies and how to implement them in the classroom. They are being written into lesson plans for third grade. We looked at current resources to identify the high-yield that are already being utilized in our county resources.

December: 12.12.22 Grade levels will be more intentional about adding high-yield strategies and having the grade level discussions to point out exactly what they are in the lessons to recognize which strategies are already built into our lessons.

November 11-14-22: The turn and talk strategy is utilized in many classrooms. It has been observed during learning walks and observations. The use of higher order thinking is an area for growth. This would include increased wait time and allowing students to engage in the productive struggle. High yield instructional strategies have also been modeled in PLCs.

10/31/22	ECES Premier Professionals will disaggregate data (academic, behavioral, etc.) in order to provide appropriate tier 2 and/or tier 3 instruction based on individual students' needs for PEPs. Supports will be provided through strategically planned small group instruction, digital instructional tools, and remediation or acceleration as needed.		Emily Richards	12/19/2023
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Notes: 5.8.23 While we have consistently disaggregated academic data we realize that we need to work on disaggregating behavioral data with the same level of consistency. March 28-May 11, 10 after-school remediation sessions were held. 5 math, 5 reading focused. On average we have 9 students in Gr 3 attend daily, 12 in Grade 4, and 15 in GRade 5. Total average of 36 students per session.

April 4.17.23 - PEP Review were done recently in PLCs, with focus on adjusting skills and tiers. Teachers participated in data dives and decided on standards for our Final Push.

March 3.20.23 - PLCs are collaborative and teachers are able to have questions answered. Teachers individually speak to EC resource teachers to help support student goals in whole group and small group.

February 2.6.23: PEP reviews have been done recently in PLCs, with focus on adjusting skills and tiers. Data Days are planned for all grade levels in the coming weeks to support teachers with data dives.
 January: 1.17.23 - The grade level teachers are interacting with our EC resource teachers to make sure students goals are being met based on their IEPs. PEP reviews will be coming up soon to change small group planning according to student data.
 December: 12.12.22 Grade levels have completed PEP reviews for students receiving tier 2 and tier 3 support to see what needs to be adjusted for students to meet goals. SST referral processes have begun as a result of reviewing data. Small group planning changed to accommodate changes made in PEP reviews.
 November 11-14-22: We have completed PEPs and IRPs for students receiving tier 2 and tier 3 support. Data dives took place to allow teachers to dive into data and determine students needing additional support and with specific standard plans. Remediation has started for grades K-5. Another tutor will begin working with K-3 students in literacy after Thanksgiving.

	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:			Morning Meeting times are scheduled for all grade levels. Teachers are expected to do a daily morning meeting to support students behavioral and SEL needs. Morning Meeting topics are planned for the school year & support will come from the School Counselor as needed. Calm corners should be established and utilized in all classrooms.	Limited Development 08/20/2022		
How it will look when fully met:			ECES Premier Professionals are making contact with families of all students, at least monthly. SEL activities is being implemented daily during Morning Meetings. Calming corners are established and utilized in all classrooms as needed. Teachers collaborate with other support staff to meet the needs of individual students and arrange for support & interventions.		Katrina Thornton	06/01/2026
Actions				0 of 1 (0%)		
	8/20/22		ECES Premier Professionals will teach SEL daily morning meetings to guide students in managing their emotions. Teachers will greet students at the door each morning in order to check in with students and be attentive to their emotional state. This will be observed by observational data and evidenced by SEL lesson plans.		Charlisa Sharp	12/19/2023
Notes:			<p>October 7, 2023: Teachers are working to include morning meetings but are not always able to complete morning meetings. More teachers are using morning meeting information. SEL guidance was given to teachers to assist with SEL completion for throughout the day. Affirmations, calm corners, student check-ins as needed. Teachers are actively at the door communicating with students prior to entry and checking in with them throughout the day.</p> <p>September 26 2023: Teachers are not completing morning meetings information with fidelity. Concerns are lack of time, breakfast schedule. Teachers are actively at the door communicating with students prior to entry and checking in with them throughout the day.</p> <p>*05/08/2023: May SEL Morning Meeting topic is Perseverance and information about Mindfulness is being shared for the next two weeks</p>			

as students prepare for EOG/EOY assessments. Teachers were provided with Weekly Powerpoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed. School Counselors randomly visited classrooms to ensure Morning Meetings were being facilitated, each teacher was emailed and reminded to do Morning Meetings daily, and follow up with students during guidance resource classes occurs randomly.

April 04/17/2023: April SEL Morning Meeting topic is Integrity. Teachers were provided with Weekly Powerpoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed. School Counselors randomly visited classrooms to ensure Morning Meetings were being facilitated, each teacher was emailed and reminded to do Morning Meetings daily, and follow up with students during guidance resource classes occurs randomly.

March 03/20/2023: March SEL Morning Meeting topic is Teamwork/Relationships. Teachers were provided with Weekly PowerPoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed. School Counselors randomly visited classrooms to ensure Morning Meetings were being facilitated, each teacher was emailed and reminded to do Morning Meetings daily, and follow up with students during guidance resource classes occurs randomly.

February 2-27-23: February SEL Morning Meeting topic was Kindness. Teacher were provided with Weekly PowerPoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed. School Counselors randomly visited classrooms to ensure Morning Meetings were being facilitated and followed up with students during guidance

resource classes randomly.

January 1-18-23: January SEL Morning Meeting topic was Self-Control. Teacher were provided with Weekly Powerpoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed. School Counselors randomly visited classrooms to ensure Morning Meetings were being facilitated and followed up with students during guidance resource classes randomly.

December 12.12.22: SEL Morning Meeting topic was Honesty. Teachers were provided with Weekly Powerpoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed. School Counselor randomly visited classrooms to ensure Morning Meetings were being facilitated.

November 11-12-22: SEL Morning Meeting topic was Respect/Manners. Teachers were provided with Weekly Powerpoint Presentations to facilitate daily in the morning for 15 minutes. Teachers were observed greeting their students as they entered their classes and breakfast area. Teachers and staff were attentive to students' emotional states and sought assistance from SST and administrators as needed.

	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>			Pre-K, Kindergarten, and Fifth grade have cap & gown photo opportunities. Fifth grade visits their district middle school in the spring, supported by counselors.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>			Current practices of Pre-K, Kindergarten, and Fifth grade having cap & gown photo opportunities and Fifth grade visits their district middle school in the spring, supported by counselors will remain in place. Considerations are being made to add transition programs for PreK to Kinder, Kinder to First, and Fifth grade to Middle school.		Tiffany Eakins	06/01/2026
<i>Actions</i>				0 of 3 (0%)		

9/16/22	Pre K & Kindergarten will have the opportunity to participate in transition ceremonies at EOY.		Amanda Weaver	06/01/2025
<i>Notes:</i> 2.28.22 PreK & K will have cap & gown photos on April 24th, scheduled with Strawbridge.				
9/16/22	Fifth grade will visit their district middle school in the spring. Students will either visit their intended school as a planned field trip opportunity, or will have a middle school counselor/representative to visit our campus to share information about the middle school experience and scheduling.		Katrina Thornton	06/01/2025
<i>Notes:</i> June 2023: Fifth grade students were not allowed to physically visit SVMS this SY. They had a counselor come to visit them. Those slated to attend DBHS visited that campus and none were slated to attend HMMS. Both PreK & Kinder students had a transition ceremony to recognize their completion of PreK & Kinder. They showcased their learning.				
2.28.22 No attendees for HMMS. SVMS may be conducting an Elementary visit where middle school counselors visit Elementary campuses. We have reached out to SVMS to determine if there are any options for a visit. Updates will be communicated.				
01/24/2023: Voicemail messages left for school counselors at SVMS and DBMS to schedule rising 6th grade orientation.				
12/12/22: HMMS rising 6th grade orientation scheduled for 02/08/2023				
.				
January: Voicemail messages left for school counselors at SVMS and DBMS to schedule rising 6th grade orientation.				
6/6/23	PreK students will have the opportunity to take part in the ECES Kindergarten Showcase & visit Kindergarten classrooms. Kindergarten students will get to visit first-grade classes & hear from first-grade students & teachers about what to expect.		Katrina Thornton	06/01/2025
<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>		ECES has a SIT Leadership team as well as an Administrative Leadership team established. The SIT Leadership team meets monthly and is comprised of administration, support staff, teachers, and teacher leaders. The Administrative Leadership team meets weekly and is comprised of the Principal, Assistant Principal, Instructional Coaches, Counselors, and Social Worker.	Limited Development 09/13/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The SIT Leadership Team meet monthly as evidenced by minutes and agendas. The Administrative Leadership team meets weekly as evidenced by minutes and agendas. Correlates meet monthly as evidenced by the minutes and agenda. Each team is following through with plans generated to support schoolwide achievement, success & growth.		Tiffany Eakins	06/01/2025
<i>Actions</i>			3 of 4 (75%)		
	9/13/22	The SIT Leadership Team will meet monthly as evidenced by minutes and agendas.	Complete 12/20/2022	Cassandra Reed	12/16/2022

Notes:

12/7/22: Administrative team continues to meet weekly as time allows. We have adjusted our meeting organization due to the time frame constraints to include biweekly meeting focus areas & an additional instructional leadership team meeting on every other Thursday morning prior to school beginning. We will continue to make adjustments to best meet needs. Time spent should transition to include specific data dives & analysis versus managerial/updates.

11.14.22 SIT Team Meetings as scheduled for the instructional year are as follows: 2022: Sept 26, October 31, November 21, December 19; 2023: January 23, February 27, March 20, April 24, May 15, June 5-6 An agenda is created prior to each meeting and minutes are generated during each meeting. Agendas & minutes are uploaded to Indistar for access/viewing.

9/13/22

The Administrative Leadership team will meet weekly as evidenced by minutes and agendas.

Complete 01/13/2023

Tiffany Eakins

12/16/2022

Notes: November 11/5/22:Administrative Team meets weekly on Fridays, 12:30-1:30pm. The team consists of: Principal, Assistant Principal, Instructional Coaches, Social worker, School Counselors.

Evidences: Leadership Team Meeting Agenda/Minutes document. (This document is one in the same)

December 12/12/22: *Administrative team continues to meet weekly as time allows. We have adjusted our meeting organization due to the time frame constraints to include biweekly meeting focus areas & an additional instructional leadership team meeting on every other Thursday morning prior to school beginning. We will continue to make adjustments to best meet needs. Time spent should transition to include specific data dives & analysis versus managerial/updates.

January:1-24-23 *Administrative team continues to meet weekly as time allows. We have adjusted our meeting organization due to the time frame constraints to include biweekly meeting focus areas & an additional instructional leadership team meeting on every other Thursday morning prior to school beginning. We will continue to make adjustments to best meet needs. Time spent should transition to include specific data dives & analysis versus managerial/updates.

9/13/22

Correlates will meet monthly as evidenced by the minutes and agenda.

Complete 12/20/2022

Tiffany Eakins

12/16/2022

Notes: Correlate Team meetings as scheduled for the instructional year are as follows: 2022
 19 SEP 2022, 10 OCT 2022, 14 NOV 2022, 12 DEC 2022, 9 JAN 2023, 13 FEB 2023, 13 MAR 2023, 17 APR 2023, 8 MAY 2023. Correlates have consistently met on a monthly basis to plan for whole school events and to work on SIP indicators & actions.

6/6/23 SIT & Leadership team meetings will always include a data point to review at each meeting. This will ensure that decisions are made utilizing data. SIT meetings will always include a budget to be reviewed at each meeting. This will ensure that there is stakeholder input & that information is transparent.

Emily Richards

06/01/2025

Notes:

Implementation:

01/17/2023

Evidence

1/17/2023 Our evidence includes copies of our leadership team meeting agenda/minutes that have been uploaded as our monthly meeting 2 contacts. We also have additional meetings that are recorded weekly as well as our Google calendar meeting invitations.

Experience

1/17/2023 The team meets on a consistent basis & has continued to make adjustments to make best use of time. The team works & collaborates on a variety of issues. More time is needed for specific data review.

Sustainability

1/17/2023 Our continued work will surround whole school planning & concerns. We will focus more of our time on addressing data sets. We will move forward with our routine scheduled meetings & times.

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>		Grade level teachers have a team structure that provides common planning time. Teachers participate in structured PLCs weekly with Instructional Coaches and Administrators. Teachers collaborate in grade level planning weekly.	Limited Development 08/20/2022		
<i>How it will look when fully met:</i>		ECES Premier Professionals are contributing members of grade-level teams and planning as evidenced by minutes and evaluations. Each grade level meets weekly to actively participate in collaborative grade-level planning. Teams are evaluating the effectiveness of team collaboration quarterly. ECES Premier Professionals meet in PLC's to discuss and plan for core/tier 1, tier 2, and tier 3 support as well as analyze progress monitoring data. Instructional teams meet weekly to unpack standards, study lessons, prepare for content delivery, plan for standards-aligned instruction, and determine learning targets, pacing, and depth of knowledge.		Kalissa Skibicki	06/01/2025
Actions			1 of 3 (33%)		
	10/23/22	A master schedule will be established to provide time for staff to actively participate in Professional Learning Communities (PLCs).	Complete 08/31/2022	Tiffany Eakins	08/15/2022
	<i>Notes:</i>	09/31/2022: Instructional Coaches developed a master schedule that allows for 90 minute PLCs for all classroom teachers, weekly. In early August, the SIT team met and decided to modify the master schedule to transition the time allocated to the remediation block into core content areas to maximize whole and small group instructional time in alignment with CCS expectations.			
	8/20/22	ECES Premier Professionals will meet in PLC's to discuss and plan for core/tier 1, tier 2, and tier 3 support as well as analyze progress monitoring data. Instructional teams will meet weekly to unpack standards, study lessons, prepare for content delivery, plan for standards-aligned instruction, and determine learning targets, pacing, and depth of knowledge.		Jennifer Gray	12/19/2023

Notes: October 9th 2023: Instructional teams have started meeting. Counselors are disseminating information for MTSS and high yield strategies to use with plans.

September 25th 2023: Instructional teams have started meeting. Counselors are disseminating information for MTSS and high yield strategies to use with plans.

5.8.23 Instruction is still standards-aligned as evidenced by lesson plans and learning walks.

April 4.17.23 - Grade levels are planning standards-aligned instruction and it is evident in classroom instructions based on walk-throughs.

March 3.20.23- Grade levels continue to meeting weekly to plan for standards-aligned instructions.

February 2.6.23 - Grade levels continue to meet weekly to plan for standards-aligned instructions. The coaches have provided information and resources to help. There will be planning time given during Data Days to plan instruction.

January 1-17-23: - Grade levels continue to meet weekly to plan for standards-aligned instructions. The coaches have provided a lot of information to help with these things.

December 12-14-22: Re work done to review PEPs & IRPs in PLC. Re specifics on collaboration of grade level teams in planning by grade level

November 11-14-22: We meet in PLCs as the calendar allows. The minutes and agendas reflect this work. Grade levels also meet during grade level planning to discuss standards which is evident on whole group lesson plans and grade level planning minutes.

8/20/22 ECES Premier Professionals will be contributing members of grade-level teams and planning as evidenced by minutes and evaluations. Each grade level will meet weekly to actively participate in collaborative grade level planning. Teams will evaluate the effectiveness of team collaboration, evaluate quarterly. This will provide support to all for planning & preparing sound instruction for students.

Cassandra Reed

06/01/2025

Notes: June 2023 As a school we have determined that we need to define collaboration and what it means to collaborate during grade-level meetings. Goal is not yet met.

April 4-18-23:

What are grade levels doing to make the last 30 days meaningful and impactful?

Fields trips

Focus on standards from last benchmark

Set target goals for assessments

Spiral back for math, fluency for ELA

EC - prep for new EOY assessment

What are grade levels doing to ensure there is effective collaboration when planning?

Grade level takes notes and share information concerning planning

Have a grade level agenda to keep everyone focused

Canvas - requirements from the county - resources and materials

Plans are the same because everyone contributes and collaborates

Collectively completing the needs assessment

Weekly meetings to ensure everyone is focused on the same thing

February 2-6-23: Pre-K is communicating effectively with families.

Kinder- Following the agenda/

1st Grade- Meet weekly to discuss weekly standards, what manipulatives that will be utilized to support each standard. We discuss the learning targets that derives from each lesson and how are we implementing it into the lesson.

2nd- Establishing a routine across the grade level to improve students academic success.

3rd-Implementing the data from the benchmark test, to differentiate small group lesson plans that will improve students academic success.

4th- Examining the standards and making sure they are understanding what the standard is teaching to help students pass their EOG testing.

5th-Including learning targets on teachers whole group plans, teachers are aware of the progress monitoring schedules for their students

December 12-12-22: Pre-K- remodeling play area, teach students how to grow food. Kinder- progress monitoring, post-test for unit 2 math, successful students science information, winter social, data representation wall (successmaker), treasure box, updating data sheets, newsletter responsibilities and fundraisers. 1st-standards for the upcoming week, data wall representation, newsletter update, upcoming field trip information, keeping up with parent contact form, focus walls. 2nd- Field trip information, lesson plans review 3rd- RTA standards, data wall representation, data notebooks, and lesson plans. SED- IEP compliance, resources for progress monitoring, IEP goals, reach our school goal (55.4), show growth on assessments.

November 1-14-23: Grade Level Meeting Times:

Pre-K Wednesday @ 12:30

Kinder, 1st. 4th and 5th on Tuesday @ 3:30

2nd & 3rd on Wednesday @ 3.30

Resource on Tuesday at 10:30

SED/- monthly

Grade Level Meeting Discussions:

3rd grade goes over lesson plans, current standards, and weekly reminders.

Resource- goes over events (school-wide)

1st grade- review upcoming assessments, current standards, weekly newsletter

Kinder- field trips

2nd grade discuss data reflection sheets, current standards, field trip information

4th grade- discuss lesson plans, learning boards, assessments, and reflection on teaching strategies.

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 Administrative & Leadership Teams monitor instruction through informal & formal classroom observations, Irounds, and lesson plan reviews. Feedback is provided to teachers. Currently, each grade level plans collaboratively during PLC and hosts grade level planning guided by the NCSCOS. The district is implementing a new ELA core resource along with launching LETRS training. The master schedule has been revised to add time back to core instructional blocks. CCS-approved resources are designated. Teachers are responsible for submitting lesson plans two weeks in advance of pacing. Lesson plans are reviewed by Instructional Coaches to ensure differentiation and alignment. Comments and suggestions or constructive feedback are given. Consistent planning expectations are ongoing and monitored regularly.	Limited Development 08/20/2022		
<i>How it will look when fully met:</i>		The Principal, along with the Leadership Team, will provide timely, clear, constructive feedback or feedforward to teachers following iRounds, informal classroom visits, and formal observations. This will be evidenced by observation feedback documents. The Leadership Team will provide timely, clear, constructive feedback or feedforward to teachers following the submission of lesson plans.		Kalissa Skibicki	06/01/2025
<i>Actions</i>			3 of 4 (75%)		
	9/20/22	Expectations and processes for team planning and for instructional delivery will be established and communicated by the leadership team. The principal then monitors the work, meeting with teams, visiting classrooms, reinforcing good practice.	Complete 10/31/2022	Tiffany Eakins	10/31/2022

Notes: 10.31.2022 Expectations for planning and instruction were established at BOY in-service sessions on August 19th. Teachers attended a session planned by the Instructional Coaches that outlined lesson planning expectations, due dates, and resources.

Templates as well as resources allocated were additionally introduced in initial PLCs this school year. Week 1 PLCs covered Wonders resources and focus wall expectations. Week 2 PLCs covered pre-assessment planning, Week 3 PLCs covered Unpacking Standards, Learning Goals, and Instruction in Wonders & science. Each grade level chose an afternoon to meet for grade-level planning. Most teams meet on Tuesday or Wednesday after school.

The Principal and Leadership Team attend PLCs on a planned weekly schedule. PLCs meet weekly on Tuesday/Wednesday. PLCs are facilitated by Instructional Coaches, and supported and attended by Administrators frequently.

Administrators conduct formal evaluations and provide feedback. The Leadership team conducts iRounds and provides feedback. Formal use of Iround form was preceded by walkthroughs where email feedback was provided through October.

Evidences: PLC minutes, PLC Schedule, Irounds form, observation data, BOY rotation presentations

6/6/23

In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.

Complete 01/06/2023

Tiffany Eakins

01/06/2023

Notes: 2.28.22 Administrators have completed super observation for the SY. Observations have been scanned and shared with Human Resources department as of 2.24.23.
 January: 1-24-23 Principal & AP will begin round 2 of observations for the school year.

December 12-12-22: First observations were completed by Principal & AP for first round observations. Copy of formal observation and summary rating form are attached in NCEES either in the post conference for observation 1 or the signature override for observation 1 or performance journal. Observations were due 11.22.22. Administrative team did not meet the requirement for this due date, but anticipates evaluations being complete by 12.20.22. There are now minimal observations that need to be completed at this time.

November 11-20-22: First observations were completed by Principal & AP for first round observations. Copy of formal observation and summary rating form are attached in NCEES either in the post conference for observation 1 or the signature override for observation 1 or performance journal. Observations were due 11.22.22. Administrative team did not meet the requirement for this due date, but anticipates evaluations being complete by 12.20.22

8/20/22	The Leadership Team will provide timely, clear, constructive feedback or feedforward to teachers following the submission of lesson plans.	Complete 06/01/2023	Tiffany Eakins	06/01/2023
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Notes: April 4.21.23 Lesson plans are reviewed weekly on a leadership rotation schedule. ICs review lesson plans weekly. Admin has dropped off of the regularly planned rotation schedule at this time for the past month of lesson plan reviews. Collaboration for lesson plan completion/study is still an area of improvement outside of PLC.

March 3.24.23: Lesson plans are reviewed weekly on a leadership rotation schedule. ICs review lesson plans weekly. Admin has dropped off of the regularly planned rotation schedule at this time for the past month of lesson plan reviews. Collaboration for lesson plan completion/study is still an area of improvement outside of PLC.

February 2.28.23 Lesson plans are reviewed weekly on a leadership rotation schedule. Targets for February are differentiation and IA support plans.

January 1/23/23: We discussed the continuation of this process with more of a focus on SG plans versus WG plans unless needed for certain individuals.

December 12/17/22: Feedback is provided to teacher that is timely, clear, and constrictive. Feedback, suggestions, and next steps are met with resistance. Select teachers are inconsistent with consistently and effectively planning for lessons to impact student growth & development. There are teachers who made growth with lesson planning by differentiating: product and process & creating learning experiences for their students.

November 11/6/22: The Principal along with the leadership team reviews lesson plans and provides feedback, weekly on a rotational schedule. Planned instruction and lesson plans are reviewed weekly. Feedback/feedforward are highlighted through comments shared on documents. Target is weekly. At this time Administrative team performance is not as accurate as Instructional Coach performance, as it may track at biweekly at this time in review of all lessons to include WG & SG

8/20/22	The Principal, along with the Leadership Team, will provide timely, clear, constructive feedback or feedforward to teachers following iRounds, informal classroom visits, and formal observations. This will be evidenced by observation feedback documents. The leadership team will reinforce good practices.		Emily Richards	06/01/2024
<p><i>Notes:</i> April 21, 2023: The Admin team continues to struggle with completing iRounds, however they are working diligently to complete formal observations along with classroom visits and walkthrough. Often feedback is not given during informal visits, as the focus is not addressing specific concerns, but rather visiting classes. ICs are conducting learning walks weekly and provide feedback to teachers via google slides information as time allows.</p> <p>March 3.24.23: The Admin team continues to struggle with completing iRounds, however they are working diligently to complete formal observations along with classroom visits and walkthrough. Often feedback is not given during informal visits, as the focus is not addressing specific concerns, but rather visiting classes. ICs are conducting learning walks weekly and provide feedback to teachers via google slides information as time allows.</p> <p>February 2.28.22: Moving forward per CCS feedback, Instructional Coaches will no longer focus on an iRounds schedule with administrators. ICs will visit classrooms to collect data about instructional delivery. However, iRounds will be conducted formally by administrators. Administrators are working on improving iRound frequency at the suggested 30 mins per day.</p> <p>January 1/17/23: Leadership team is working on strengthening time to conduct formal iRounds that are recorded in the iRound form versus emailed feedback</p> <p>December 12/5/22: iRounds have been launched with IC use throughout November & December as well as evidenced by iRound feedback. Admin has focused on formal observation. Counselors visit classrooms to focus on individual students as needed, these are at the request of EC team currently at this time & the NC DPI observation form is shared back to the team. ICs have shared that they have also gone back into classrooms for follow up after model lessons in addition to iRounds. They have currently observed from the standpoint of student engagement in how many opportunities there are for student discourse. There is also some concern for teacher teaching from a</p>				

seated position. What experience are you growing for your students?

November 11/6/22 : The Principal along with the leadership team visits classrooms through walkthroughs, irounds, and formal observation processes. Feedback is given to reinforce good practice or address concerns. Irounds have not launched strongly at this time, however that does not negate walkthrough opportunities that do not yield an iround form.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Data is disaggregated routinely during PLCs & Leadership Team meetings.	Limited Development 08/20/2022		
How it will look when fully met:		The ECES SIT Team, Leadership Team, and/or Grade Level Teams monitor school performance data (attendance, behavior, discipline, academic data, and observation data) to determine school improvement progress and professional development needs. Evidence includes: Information shared out to staff, meeting minutes, and professional development content/focus. The ECES SIT Team, Leadership Team, and/or Grade Level Teams monitor school performance data (academic data and observation data) to determine remediation needs and Instructional Assistant support. Data discussions are a part of monthly meeting discussions/minutes.		Tiffany Eakins	06/01/2025
Actions			0 of 2 (0%)		
	8/20/22	The ECES SIT Team, Leadership Team, and/or Grade Level Teams will monitor school performance data (academic data and observation data) to determine remediation needs and Instructional Assistant support. Data discussions will be a part of monthly meeting discussions/minutes.		Emily Richards	06/01/2024

Notes: 4.21.23 After School tutoring has begun & is currently in week 2. PUSH plans have been furthered based Benchmark 3 data. Mr. Aldric Ragland will be coming beginning week of April 24th to begin support for SWD in grade 4 specifically for Reading. 3 students were identified & will receive support 2xs per week for 30 mins.

3.24.23 After School Tutoring has been planned and will begin Tuesday, 3.28.23 for identified bubble students and others invited as slots are available. Certified Tutors per grade level: 2-3rd, 3-4th, 2-5th. Total of 10 tutoring sessions. FEV, NCEC, and Certified Tutors during the day schedules have been modified for Q3. PLC topics are chosen based on classroom walkthroughs. Data Day 3 will need to be planned.

2.28.23 Data Days were conducted across 2 weeks in the month of February following MOY assessments. Teachers participated in 2 3 hour sessions. Session 1: Individual Data Dives & reflection. Session 2: Planning for targeted standards, resource gathering, PUSH plan creation through Benchmark 3.

1/12/23 Grade level teams have shared that data is not something that they consistently discuss during grade level team meetings. This is something that we feel would be beneficial for all individuals to collaboratively impact students and overall success. Teams need to intentionally plan to discuss a data point at each meeting. This will be evidenced by meeting agendas and minutes.

12/12/22 Grade level teams have shared that data is not something that they consistently discuss during grade level team meetings. This is something that we feel would be beneficial for all individuals to collaboratively impact students and overall success.

11/14/22 Data discussions are had, during PLCs mostly, but not a constant part of leadership team meetings. Discussion are had, but more on an as needed basis or as concerns arise for specific individuals or situations. Data discussion will need to be more intentionally planned for discussion and listed as an agenda item for leadership meetings. However, planning specifically for remediation needs and IA support has been completed and strategically/ thoughtfully discussed and planned

Evidences: Remediation Schedule & IA Instructional Support schedule

8/20/22	<p>The ECES SIT Team, Leadership Team, and/or Grade Level Teams will monitor school performance data (attendance, behavior, discipline, academic data, and observation data) to determine school improvement progress and professional development needs. Evidence will include: Information shared out to staff, meeting minutes, and professional development content/focus.</p>		Emily Richards	06/01/2025
	<p><i>Notes:</i> 5.8.23: Leadership and teachers will look at EOY data to help create 23/24 class lists and determine the best fit for students and teachers. Level of Development at EOY 22/23</p> <p>Priority for 23/24 SY 3 - Highest priority</p> <p>Suggested Monitoring Frequency 23/24 SY: Monthly LINK Evidences Information shared out to staff, meeting minutes, and professional development content/focus.</p> <p>4.18.23: What are we doing as grade levels/school to monitor behavior data? Class Dojo - parent communication Behavior sheets for those that continue to struggle PBIS - rubrics and expectations ABE - for students who struggle with major behaviors What are we doing as grade levels/school to improve our behavior data? Morning meetings Character focus - schoolwide Using Class Dojo consistently - help students to know when they are showing positive behaviors or negative ones. Do we as a school have any professional development needs around behavior management or discipline? For either 22/23 or 23/24? Refresher - Ruby Payne - students from poverty Aggression - dealing or handling students who struggle with aggression or have attitudes</p>			

3.20.23:

What are we doing as a school to monitor school performance data?

- Data days
- Data dives in PLCs
- Talk about in PLCs - for push plans
- Grade level discussion after assessments
- Data walls and data talks
- *What are we doing as a school to improve our performance data?
- Remediation - tutors and staff, interventionists
- Meet with students and have data conversations - results and goals
- Data days
- Small group and remediation
- EC pull out and push in
- *Do we as a school have any professional development needs? For either 22/23 or 23/24?
- Wonders training
- TAs- Wonders training too
- Envision - review

2.6.23 As a school we have seen the need to dive into data in order to plan and form groups - to help with this goal the leadership team have planned Data Dive days for teachers to have one-on-one conversations about what is happening with each student and the class as a whole.

Kinder- Data wall (BOY, MOY comparison). No professional development needs at this moment.

1st grade- All teachers' data walls are in place. Professional developments that will be beneficial are differentiating during small group lessons.

2nd grade- utilize student data notebooks, so that students can visually see their growth and areas that they can grow in. Currently, satisfied with the current professional development that has been given.

3rd grade- Data wall (including Class Dojo on their data wall) Currently, satisfied with the current professional development that has been given.

4th grade- Implementation of data walls. Expectation: for students to show mastery of each standard.

5th grade-No professional development needs.

January 1.12.23 -Kinder students are Progress Monitoring for mClass.

- 1st grade team implemented our data walls, lessons for math night, small group lesson ideas
- 3rd discuss the data wall and data notebooks

-4th grade team discussed their data wall and reviewed Benchmark exams expectations and preparation. Reviewed data for post and pre assessment

Self-Contained- MOY assessments. Upcoming EC field trip and its preparation

Resource: Math night responsibilities

Areas for Professional Development:

Social/Emotional PD

Trauma Professional Developments

December: 12.12.22 Students are understanding their social emotional skills.

-Progress with letter sounds, nonsense words.

-Kinder progress with PSF.

-Progress with CVC words.

November 1-14-23: Math and ELA Data Sheets

-Discussion with our grade level teams to reflect on students' data, and strategies to improve students' performance.

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>		ECES hires staff according to CCS policies and processes. ECES looks for teachers who are committed to supporting the whole child. Administrators follow CCS processes for the evaluation of staff. ECES hosts a new teacher orientation for new staff prior to staff workdays.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		ECES Leaders evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools to include Irounds, Formal & informal observations, and peer observations. ECES staff members will be more self-aware which will contribute to the culture, peer-to-peer interactions, and restorative practices to impact overall school climate and culture.		Tiffany Eakins	06/01/2024
<i>Actions</i>			0 of 3 (0%)		
	6/22/23	ECES Premier Professionals will work collaboratively during BOY back to school meetings to define functionally for our school what collaboration looks like, feels like, and sounds like among all stakeholders in a safe collaborative space. We will do this by creating one explicit, universal definition that transcends all collaborative opportunities through an activity that incorporates high yield instructional strategies. We will do this work, because it was identified by our staff that we do not currently have a clear definition for what collaboration means.		Emily Richards	10/30/2023
<i>Notes:</i>					
	9/13/22	ECES Leaders will evaluate a variety of teacher skills and knowledge, using valid and reliable evaluation tools to include Irounds, Formal & informal observations, and peer observations.		Emily Richards	06/01/2024

Notes: April 4.21.23 ECES leaders complete informal observations on a regular basis, providing feedback as needed. All BTs have had at least one peer observation at this point in the year.

December 12-17-22: Some irounds have been completed at this time. The form is now sharing responses. More irounds have been completed by Instructional Coaches, as Administrators are working hard for completion of formal observations at this time.

November 11/12/22: Irounds have not been actively completed up to this point. Once began, we discovered that the Irounds form was not sharing responses. However, leadership team has completed a series of walkthrough observations where feedback was shared via email. There have also been 3-4 opportunities for walkthroughs with district support persons as well. Formal observations have begun by administration.

6/22/23 ECES Premier Professionals will participate in mindful educator practices as well as team-building activities throughout the school year. During BOY training teachers will experience an interactive opportunity to build self-awareness that will impact schoolwide climate & culture. Monthly, educators will have additional opportunities to build knowledge of restorative practices and participate in activities that also include team building. This work will directly impact the growth and development of schoolwide climate and culture.

Emily Richards

06/01/2024

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.		Jackie White	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Jackie White	03/29/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school communicates with families. Social Worker and Counselors have a higher level of communication. There is some expressed hesitation from classroom teachers.	Limited Development 08/20/2022		
<i>How it will look when fully met:</i>		ECES Premier Professionals provide families with curriculum updates and other important grade-level information during Curriculum Night. ECES Leadership invites parents to participate in roundtable discussions/Tiger Den on topics that are important for the success of students and to promote positive relationships. ECES Premier Professionals (teacher representatives, school counselors, social worker, support staff representatives, and administration) engage with families during roundtable discussions throughout the school year. ECES homeroom teachers provide families with curriculum information, ways to support students at home, and upcoming events in their classroom newsletters. Teachers will communicate with families at least monthly.		Emily Richards	06/01/2024
<i>Actions</i>			1 of 7 (14%)		
8/20/22	ECES Premier Professionals will provide families with curriculum updates and other important grade level information during Curriculum Night.		Complete 10/31/2022	Pamela Keltner	10/31/2022
<i>Notes:</i> 10/12/22: Grade levels developed google slide presentations that were shared with parents on curriculum night and shared on Dojo for those who could not attend. Those presentations are saved to our Google drive as evidences					
8/20/22	ECES homeroom teachers will provide families with curriculum information, ways to support students at home, and upcoming events in their classroom newsletters. This will establish a better home-school connection and keep parents updated on what is going on in school.			Pamela Keltner	12/19/2023

Notes: June 2023 SIT determined that there are inconsistencies in the use of classroom newsletters at each grade level. Each team will need to determine format & frequency along with collaboration at BOY.

February 2/27/23: Teachers have shared each grade level information that is sent to parents.

January 1-18-23: Teachers in each grade level have shared documents that grade levels are sending home to parents, either as a newsletter or digitally via dojo.

https://docs.google.com/presentation/d/1H_JrdoMV1kxpB0klv9v0ISQkkp5eT6RhJmO-euKbE8I/edit?usp=sharing

December 12-6-22: Teachers in each grade level have shared documents that grade levels are sending home to parents, either as a newsletter or digitally via dojo.

https://docs.google.com/presentation/d/1H_JrdoMV1kxpB0klv9v0ISQkkp5eT6RhJmO-euKbE8I/edit?usp=sharing

10/23/22 Elizabeth Cashwell will communicate regularly with families via Parent Link and social media platforms to strengthen the school-home connection & keep parents informed and connected.

Rebecca Masters

12/19/2023

Notes: September 25, 2023 Student progress reports were sent home via paper copies. Teachers have utilized Dojo for positive and negative reinforcement. Upcoming events have been shared via ClassDojo, Facebook, and Twitter

June 2023: Parentlink was not utilized.

5.22.23 Elizabeth Cashwell staff continues with open communication via ClassDojo and through weekly newsletters. Classdojo is utilized daily for parent communication and to inform parents/guardians of school events, reminders, and updates. Newsletters from classroom teachers are sent home weekly to families with upcoming events like transition ceremonies for pre-k,kinder, 5th grade.

4.18.23: Elizabeth Cashwell staff continues with our open communication via ClassDojo and through weekly newsletters. Classdojo is utilized daily for parent communication and to inform parents/guardians of school events, reminders, and updates. Newsletters from classroom teachers are sent home weekly to families.

March: 3.24.23: Elizabeth Cashwell continues to communicate weekly through grade level newsletters and daily through phone calls (when needed) and daily communication is required through ClassDojo. ClassDojo is the tool most utilized for communicating happenings in the school.

February: 2.22.23: Elizabeth Cashwell Continues to communicate regularly via weekly newsletters sent home in homework folders. Teachers and administration also utilize ClassDojo daily. Facebook, Twitter, and ClassDojo remains a tool that is used to share school wide news and updates. February we shared about kindness week, Valentine's dance, the third grade field trip to the Airborne Museum, and reminders of no school on 2/20,2/21.

January: 1.18.23 Classdojo highlights: 620 messages sent to families this week, 550 last week. 24 photos/videos shared of k-3 awards were shared on facebook, twitter, and classdojo. 4 events have been shared on social media so far this month. (Math Night, k-3 awards, 4-5 awards, parent survey's)

December: 12.6.22 ClassDojo Highlights: 530 messages sent to families this week, 2.65K last week. 36 photos/videos shared this week, 49 last week. In the month of December, 10 events have been shared on social media platforms to include ClassDojo to include: Spirit week for students, holiday party reminders, dance reminders, holiday break reminders, early dismissal reminders,etc.

11.14.22 Elizabeth Cashwell will communicate regularly with families via ClassDojo, ParentLink, and social media platforms, progress reports are going home, parent teacher conferences, Mrs. West is a contact.

6/6/23 ECES staff will promote attendance with quarterly recognition of students & teachers with perfect attendance and will promote a grade band competition for attendance recognition with trophies quarterly.

Alesha Powell

06/01/2024

Notes: September 25 2023: Kindergarten and 5th grade are taking attendance in Class Dojo. Teachers are being asked to turn in sick notes as soon as possible as notes are being created for students who have excessive absences.

October 7th 2023: Mrs. Powell reached out to students who were missing after the 10 day count and was able to locate many of them at other schools and homeschool. 3 day, 5 day and 10 day letters were mailed out. Chronic absentee rate is at 16%. Over 30 students are missing 10 or more days.

6/7/23 The ECES Leadership Team will track student data frequently and discuss interventions for students and populations as needed. This will support early and continued identification of student needs & drive remediation efforts. This will be evidenced by leadership team meetings, various means of data collection, interventions/attendance meetings, and Unified Insights.

Emily Richards

06/01/2024

Notes:

6/22/23 ECES Premier Professionals will make phone and/or Face to Face contact with the families of all students, at least quarterly to share good news and/or concerns. We will also share important information or updates with parents using Clasdojo stories feature weekly. This will be evidenced by ABE documentation & Clasdojo stories.

Emily Richards

06/01/2024

Notes:

8/20/22 ECES Leadership will invite parents to participate in roundtable discussions on topics that are important for the success of students and to promote positive relationships. ECES Premier Professionals (teacher representatives, school counselors, social worker, support staff representatives, and administration) will engage with families during roundtable discussions throughout the school year.

Rebecca Masters

06/01/2024

Notes: September 25,2023 We have scheduled our first Tiger Den Meeting Night for October 19th 2023.

April 4.21 23 No progress has been made on this task at this time. This will need to be an indicator that is of focus for next SY

March 24 2023: Mrs. Hall, Family Ambassador is working on planning and facilitating a Coffee Conversations for parents following Spring Break. More info to come.

February 27 2023: Work on this indicator has not begun yet

December 6 2022: Work on this indicator has not begun yet.

November 11 2022: Work on this indicator has not begun yet.