

Comprehensive Progress Report

Mission: At Manchester Elementary, we are committed to establishing a safe learning environment while promoting self-discipline and ownership for learning in order to achieve academic growth and our goals.

Vision: Manchester Elementary School provides each and every child access to individualized learning opportunities that support the academic, behavioral and social emotional growth of students regardless of a child’s race, ethnicity, gender, socioeconomic status, language, and/or abilities.

Goals:

Reading: By May of 2024, Manchester Elementary School will raise proficiency by 16 points to reach 55% proficiency in the area of Reading. (A 2.04)

Math: By May of 2024, Manchester Elementary School will raise proficiency by 16 points in the area of Math to reach 65% proficiency. (A 2.04)

Behavior: All students will improve behaviors when teachers employ effective classroom management practices and reinforce classroom rules and procedures. (A 1.07)

Subgroups: We will work towards closing the gap between our male and female students and our students with disabilities to less than 10%. (A 4.01)



! = 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>		<p>Manchester is a PBIS school. We use ClassDojo to give points based on the SOAR Pledge that is recited each morning during the morning announcements. Students who consistently follow the SOAR Pledge as evidenced by their ClassDOJO points are rewarded at the end of each quarter with a celebration or visit to the PBIS Store.</p> <p>At the beginning of each school year, teachers provide direct instruction and modeling of the PBIS Matrix for all areas of the building.</p> <p>Beginning with the 22-23 school year, all teachers and staff will follow the Manchester Discipline Plan to ensure that all students are disciplined fairly and equitably according to the severity of the offense.</p> <p>Teachers use ABE to document classroom and office referrals. Beginning with the 22-23 school year, students will also use ABE to learn about replacement behaviors for code of conduct offenses.</p>	Limited Development 07/20/2022		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When this indicator has reached full implementation all students will clearly understand the school-wide SOAR Pledge because teachers will have given direct instruction and modeling that is reinforced throughout the school year based on discipline data. All level one code of conduct offenses will be handled in the classroom by the teacher. All level two offenses will be handled either by the teacher or through intervention from the student services department. All level three offenses will be handled by the administration or school behavior coach. Discipline data will show a decrease in the number of incidents that lead to suspension. Parents will feel heard and supported in regards to their student's behavior and will take responsibility in their role.		Kristen Shipp	05/24/2024
<i>Actions</i>			3 of 4 (75%)		
	7/20/22	Students will be rewarded for consistently implementing the STARR Pledge during quarterly celebrations.	Complete 06/01/2023	Mary Beth Fitzharris	06/01/2023

<i>Notes:</i>				
7/20/22	Teachers will receive refresher training on ABE at the beginning of the 23-24 school year.	Complete 09/30/2022	Kimberly Tamsett	08/22/2023
<i>Notes:</i>				
8/31/23	The PBIS team will meet to asses and revise the current PBIS plan so that it aligns with Manchester's behavior plan/expectations.	Complete 10/09/2023	Kristen Shipp	09/29/2023
<p><i>Notes:</i> The plan should include: a reward system that is consistent and frequent that students and parents understand, a point system that all teachers are using, and an outline for how PBIS and class DOJO align.</p> <p>Teachers have created a grade level rewards system using ClassDojo points.</p> <p>Dojo Eagle Tickets have been printed. These can be given to students who are not in your classroom who you catch representing SOAR. The tickets go to students to redeem either for Dojo points with their teacher, or, depending on what the behavior was, to turn in as a raffle for student of the week.</p> <p>Student of the week will be drawn out of a hat on the announcements each Friday.</p> <p>Student of the Month: Teachers will nominate 1 student per grade level each month. They're picture will be taken and put on display and a certificate will go home.</p> <p>Pop Up PBIS celebrations will be implemented to reward students who are showing positive behavior. Students who do not get to attend will attend an SEL lesson differentiated towards student needs.</p> <p>"Peaceful Day" Incentive. We will put a chart in the cafeteria to track the number of peaceful days to work toward a reward.</p>				
8/31/23	Classroom management and restorative practices will be taught at the beginning of each faculty meeting.		Doris Rouseau	11/14/2023
<p><i>Notes:</i> The instructional leadership team will be looking for implementation of the strategies and pratces throughout the following month in team walkthroughs.</p> <p>MANES Re-entry Plan</p>				
Implementation:		08/29/2023		
Evidence	8/29/2023 This will be supported with Class Dojo data.			
Experience	8/29/2023 All teachers have setup Class Dojo using the schoolwide matrix.			
Sustainability	8/29/2023 Mrs. Shipp will monitor teacher use of Class Dojo.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Grade level teams meet twice weekly. One meeting is with their instructional coach or multi-classroom leader. In this PLC meeting, the IC or MCL helps the grade level teachers to understand the standards through the unpacking documents as well as directs them to appropriate resources to ensure students grasp a deep understanding of the standards in both ELA and Math. The other meeting is facilitated by the grade level chair. In this meeting teachers collaborate to finalize plans using county approved resources for whole group, small group, and independent practice.</p> <p>The Cumberland County Academics team provides unit plans for both ELA and Math. These plans ensure teachers are staying on pace with the standards and provide resources for whole group, small group, and independent practice.</p> <p>Beginning in the 22-23 school year, teachers will engage in professional learning through the LETRS course to gain a deeper understanding of the Science of Reading. Teachers will also attend professional development to learn the Wonders curriculum and its implementation practices. These professional learning opportunities will increase teacher's capacity to plan and execute an effective literacy block for all learners.</p>	Limited Development 07/20/2022		

<p>How it will look when fully met:</p>	<p>Teachers will continue to implement small group instruction, and independent stations based on the PD that was held with the IC and MCL in February.</p> <p>Grade level PLCs will continue to meet weekly during common planning and be attended by grade level teachers, instructional coach, MCL, and administrative staff. They will continue to dive deeply into data, adjust instruction based on data and gain a greater understanding of the NCSCoS. Teachers and students will have a deep understanding of the standards being taught in all subjects across all grade levels. This will be evidenced through student achievement data on the benchmarks as well as county-made unit assessments. As a result of full implementation, Manchester will have at least a C on the NC Report Card. Teachers will follow the county-made unit plans in the area of math and ELA to ensure all standards are taught to mastery throughout the school year.</p>		<p>Doris Rouseau</p>	<p>06/01/2023</p>
<p>Actions</p>		<p>4 of 6 (67%)</p>		
<p>7/20/22</p>	<p>Teachers will meet weekly with their IC or MCL during PLCs to gain a deep understanding of the standards and county approved resources to teach the standards.</p>	<p>Complete 06/01/2023</p>	<p>Cathleen Mabe</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 2/23/23: recent PLCs focused on small group and stations using differentiation based on walk-through observation of leadership team 9/19/22: Weekly grade-level planning meetings and data-based PLCs in which prescribed template is used to ensure county-paced alignment</p>				
<p>7/20/22</p>	<p>Teachers will meet weekly as a grade level to finalize differentiated lesson plans for whole group, small group, and independent practice.</p>	<p>Complete 06/01/2023</p>	<p>Hannah Gray</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 2/23/23: Coach and MCL are providing weekly feedback to teachers about small group and independent practice plans based on recent PD</p>				
<p>7/20/22</p>	<p>Teachers will complete year 1 of the LETRS course to understand the Science of Reading and implement best practices for teaching reading.</p>	<p>Complete 06/09/2023</p>	<p>Hannah Gray</p>	<p>06/01/2023</p>
<p><i>Notes:</i></p>				
<p>7/20/22</p>	<p>Teachers will attend Wonders training at the beginning of the year and will be supported by the IC/MCL in the implementation of this new reading curriculum.</p>	<p>Complete 06/01/2023</p>	<p>Kendra McCray</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 11/1/22: Teachers have received 4 additional hours of wonders PD through PLCs</p>				

11/16/23	The MANES Instructional Leadership Team will monitor and provide feedback on weekly lesson plans to ensure that plans are aligned to standards, in line with district pacing, and ensure that small group plans are providing appropriate interventions for students on their level.		Ebony Forte Johnson	09/17/2023
<i>Notes:</i> The ILT consist of the the principal, the assistant principal, the instructional coach and the MCL. Feedback on lesson plans will to teachers written and verbally during PLC's.				
11/16/23	The Instructional Leadership Team will create a schedule for an IE Block (Instruction and Enrichment) for K-2 classes that will be facilitated by Instructional Assistants.		Kimberly Tamsett	10/17/2023
<i>Notes:</i> Plans for the IE block will be prepared by the instructional coach and the MCL and shared with the Instructional Assistants.				

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 teachers at Manchester identify students who need extra support and intervention using beginning of the year data as well as formative assessments throughout the school year. We use a system called KidTalk to give teachers support in coming up with interventions for students in tiers 2 and 3. Students who still need support after documented tier 3 interventions are referred to the IEP team for further evaluation and possible development of an IEP.</p> <p>Beginning in the 23-24 school year, students in 2nd - 4th grade will have an intervention and enrichment block set apart from the subject area blocks. This time will be used to group students homogenously to receive intervention or enrichment based on their targeted needs.</p> <p>All students receive small group instruction with like students during both Math and ELA blocks based on data (benchmarks, interim assessment, unit assessment, etc).</p>	Limited Development 07/21/2022		
<i>How it will look when fully met:</i>		<p>When this indicator is fully met, Manchester Elementary School will provide each and every child access to individualized learning opportunities that support the academic, behavioral and social emotional growth of students regardless of a child's race, ethnicity, gender, socioeconomic status, language, and/or abilities.</p> <p>This will be accomplished through documented interventions at both the tier 2 and tier 3 level in ALL classrooms. ALL teachers will use the KidTalk and SST process to ensure each and every student's needs are met. All students will show at least one year of growth on both reading and math state assessments based on EVAAS projections.</p>		Nuriyah Adams	05/24/2024
<i>Actions</i>			4 of 5 (80%)		
	7/21/22	The equity-based MTSS Leadership team will facilitate professional learning for teachers throughout the school year to help build their capacity and understanding of best practices that align with MTSS.	Complete 06/01/2023	Hannah Gray	06/01/2023

	<p><i>Notes:</i> 8/30/22: First session was presented during back to school workdays and was well-received.</p> <p>2/23/23: Recent PLCs have focused on tier 2 and tier 3 instruction through small group and independent practice</p>			
7/21/22	Teachers will refer students to the school counselor for the KidTalk process.	Complete 06/01/2023	Hannah Gray	06/01/2023
	<p><i>Notes:</i> 9/18/22: Beginning meetings with SST about individual students have begun. There is new legislation requiring every child in K-3 and reading retained students to have an Individual Reading Plan if below or well below according to mClass.</p>			
7/21/22	Students will receive targeted intervention and enrichment during the I/E Block. These interventions will address gaps in learning that are preventing students from achieving proficiency on grade level standards.	Complete 06/01/2023	Kendra McCray	06/01/2023
	<p><i>Notes:</i> 2/23/23: 1st-4th grade teachers capture their I/E Block plans through a spreadsheet where students are grouped based on tier and interventions are documented. Tier 3 students also receive intervention through our remediation teacher and tutors.</p>			
7/21/22	Teachers will provide data-driven small group instruction during Math and ELA Blocks.	Complete 06/01/2023	Kendra McCray	06/01/2023
	<p><i>Notes:</i> 2/23/23: recent PLCs regarding small group instruction have been implemented. A faculty meeting to bring it all together is planned for 2/27. The leadership team is monitoring implementation of new strategies learned through PLCs through walk-throughs, observations and iRounds.</p>			
8/31/23	Teachers will be provided training on the purpose of the Intervention and Enrichment block and how it should operate.		Nuriyah Adams	10/09/2023
	<p><i>Notes:</i> Intervention and Enrichment training should include: best practices and practices to avoid.</p> <p>In school tutoring has begun for students PEPs are being completed for students of concern. SuccessMaker is not to be used as an intervention. SWIFT is coming to our school to work with our MTSS team in order to help us implement it effectively.</p>			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently at Manchester Elementary School, all students receive weekly research-based SEL instruction from one of our school counselors. Beginning in the 22-23 school year, all classrooms will have a calm down corner inside the classroom where students can safely de-escalate from minor incidents. School counselors create homogenous counseling groups for students who need Tier 2 emotional support. Counselors also meet with students individually during acute trauma or personal crisis. Students are referred to the school behavioral health program when more intensive support is required. Teachers are encouraged to provide a flexible learning environment that meets the needs of individual students through the use of flexible seating.	Limited Development 07/20/2022		
<i>How it will look when fully met:</i>			Once this indicator is fully implemented, teacher and students will be versed in a variety of coping strategies. Teachers will be aware of what students require tier 2 and tier 3 social emotional interventions. Students will able to recognize their triggers and verbalize their coping strategies. To accomplish this, ALL teachers will offer a calm down corner for students to use to help in the process of de-escalation. Students will utilize calm down strategies learned through the weekly SEL lessons and curriculum to self-regulate their emotions. Students will received daily SEL instruction from the classroom teacher to support weekly lessons from the school counselor. We will continue to use the school counselors as well as the school behavioral health program to provide support and intervention that is individualized to a students social and emotional needs. All classrooms will offer flexible seating to students based on their needs.	Objective Met 06/29/23	MaryBeth Franklin	06/01/2024
Actions						
	7/20/22		Teachers will receive professional development on implementation of calm down corners.	Complete 08/24/2022	Mary Beth Fitzharris	09/01/2022
			<i>Notes:</i>			
	7/20/22		Students will receive weekly research-based SEL lessons from the school counselors.	Complete 06/01/2023	Mary Beth Fitzharris	06/01/2023
			<i>Notes:</i>			

7/20/22	School counselors will communicate monthly to both teacher and parents about the learned coping skills and calm down strategies provided to students during weekly SEL instructional sessions.	Complete 06/01/2023	Mary Beth Fitzharris	06/01/2023	
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>In the spring we host a Kindergarten showcase where incoming kindergarteners and their parent come to experience what kindergarten will be like. Parents are also given the opportunity register and ask questions of front office and administrative staff.</p> <p>Kindergarteners enter school on a staggered entry schedule. Students come to school one day during the first week. During that day students complete an informal kindergarten entry assessment on academic skills as well as social skills. The kindergarten team then works collaboratively with administration to create well-balanced classrooms to begin the second week of school.</p> <p>Currently, grade level teachers work together at the end of the school year to group students for the next school using a variety of data (demographics, behavior, and academic) to ensure well-balanced classes are created. Students who are currently receiving interventions through KidTalk or SST are notified by the SST Chair. Teachers are also encouraged to gather information and data from cum folders at the beginning of each year for their students.</p> <p>Our 5th graders go on a field trip to the middle school in the spring to preview middle school. This is sponsored by the receiving middle school.</p>	Limited Development 07/25/2022			

<p>How it will look when fully met:</p>	<p>When this objective is fully met, students will transition between grades and levels effectively.</p> <p>Entering kindergarten- The Kindergarten team will work collaboratively with the FACE committee to create an exciting event to attract more families to our kindergarten showcase event. This will give the kindergarten team more data on students before open house/the first week of school. Kindergarteners will continue to stagger during the first week of school to complete BOY assessments and create balanced classes that will help us have a successful year.</p> <p>Between grades- grade levels will continue to work collaboratively at the end of each school year to create balanced classrooms for the next school year based on teacher allotments. Teachers will use academic, behavior, and social emotional data to drive these decisions.</p> <p>Teachers will also look at cum folders at the beginning of the year to help them with understanding their incoming students. Teachers will be made aware of students who have been receiving documented interventions by the SST Chair or instructional coach.</p> <p>Exiting Fifth Grade- students will continue to attend the field trip to the middle school hosted by SLMS to gain clarity and information about expectations for middle school.</p> <p>Other activities- we will host field trips to other levels of education (high school, community college, universities, military) throughout the year for different grade levels to help students create long-term goals for themselves.</p>		MaryBeth Franklin	06/01/2025
Actions		3 of 5 (60%)		
9/19/22	Create and host an exciting kindergarten showcase in the spring of each school year.	Complete 05/01/2023	Heather DeSorbo	05/01/2023
<i>Notes:</i>				
9/19/22	Fifth grade students attend the field trip to the middle school.	Complete 05/01/2023	Mary Beth Fitzharris	05/01/2023
<i>Notes:</i>				
9/19/22	Teachers work collaboratively to create balanced classes for the next school year based on data and teacher allocations.	Complete 06/01/2023	Hannah Gray	06/01/2023
<i>Notes:</i>				
9/19/22	Teachers are made aware of incoming students with documented interventions.		Mary Beth Fitzharris	09/01/2023

Notes:

9/19/22 Plan and execute a field trip to another level of education.

Mary Beth Fitzharris

06/01/2024

Notes:

Core Function:

Dimension B - Leadership Capacity

Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently the school improvement team (comprised of members from all grade levels and departments) meet monthly after school. Staff also meet in committees monthly. The work of committees supports the work of the school improvement team. There are three committees- FACE (family and community engagement), PBIS, and Climate (hospitality). All teachers serve on one of the committees.</p> <p>Teachers also meet with their grade level and coach/MCL once weekly to review data, unpack standards, and collect standards-based resources.</p> <p>The instructional leadership team meets weekly to review walk-through data and plan school-wide events that promote the school improvement plans.</p>	Limited Development 07/21/2022		
<i>How it will look when fully met:</i>		<p>When this indicator in fully implement, the school improvement team will meet monthly to assess and monitor progress toward the school improvement goals and indicators. The team will be comprised of teachers that represent each grade level and department, classified staff, leadership, and outside stakeholders (parents and/or community members).</p> <p>The instructional leadership team will meet weekly to discuss walk-through data, create action plans to support teachers, and plan school-wide events that support the SIP goals and indicators.</p> <p>The work of the committees will align with the SIP indicators and goals. Committees will meet monthly.</p>	Objective Met 06/29/23	Kendra McCray	06/01/2024
Actions					
	7/21/22	When this indicator in fully implement, the school improvement team will meet monthly to assess and monitor progress toward the school improvement goals and indicators. The team will be comprised of teachers that represent each grade level and department, classified staff, leadership, and outside stakeholders (parents and/or community members).	Complete 06/01/2023	Kendra McCray	06/01/2023

<i>Notes:</i>				
7/21/22	The instructional leadership team will meet weekly to discuss walk-through data, create action plans to support teachers, and plan school-wide events that support the SIP goals and indicators.	Complete 06/01/2023	Hannah Gray	06/01/2023
<i>Notes:</i>				
7/21/22	Committees will meet monthly and plan events and actions that support the work of the school improvement team.	Complete 06/01/2023	Cathleen Mabe	06/01/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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>		<p>Beginning in the 22-23 school year, teachers will meet with their grade level colleagues twice a week for instructional planning purposes. Once time will be with an instructional coach or multi-classroom leader and will focus on unpacking standards, disaggregating data and gathering county-approved resources. The other time, teachers meet with their grade level chair to use the county-directed Unit Plans to finalized data-driven, standards-based instruction for whole group, small group, and independent practice. Both of these planning sessions occur during common planning time during the school day.</p> <p>Once a month teachers meet with their instructional coach or MCL as a grade level for an extended PLC focused on data analysis and planning. The county curriculum specialists will also attend this planning session as allowable in their schedule.</p> <p>Teachers are also divided into three committees that support continuous improvement of the school. PBIS, FACE, and Climate. PBIS focuses on the implementation and support of the positive behavior intervention and supports program at the school level. FACE focuses on planning events for our family and community engagement. Climate focuses on the morale of the school and planning events to bring our staff together. These teams meet once a month after school.</p> <p>Finally, our school improvement team meets once a month after school to monitor how each team is contributing to the overall continuous improvement of Manchester Elementary</p>	Limited Development 07/21/2022		

<p>How it will look when fully met:</p>	<p>When this objective is fully implemented, grade level teams will take ownership of their planning time. All grades will fill out the grade level planning template and submit weekly to the grade level planning folder. Grade level teams will work collaboratively to plan lessons aligned with the county unit plans for two weeks out.</p> <p>Grade level teams will also work with their coach or MCL weekly during PLCs to analyze data, unpack standards, and review best practices aligned with our resources.</p> <p>During monthly data dives, grade level teams will be led by their coach or MCL through a data analysis that will drive future instruction as well as intervention and enrichment.</p> <p>SIT Committees will continue to meet monthly to plan events that contribute to the continuous improvement of our school related to family engagement, promoting positive behaviors, and contributing to the overall staff morale.</p>	<p>Objective Met 06/29/23</p>	<p>Hannah Gray</p>	<p>06/01/2024</p>
<p>Actions</p>				
<p>9/19/22</p>	<p>SIT Committees will meet once a month after school to plan events that contribute to the overall continuous improvement of the school through family engagement, promoting positive behaviors, and contributing positively to staff morale.</p>	<p>Complete 06/01/2023</p>	<p>Kendra McCray</p>	<p>06/01/2023</p>
<p><i>Notes:</i></p>				
<p>9/19/22</p>	<p>Grade level teams will meet once a month for an extended PLC focusing around data analysis and driving future instruction for intervention and enrichment.</p>	<p>Complete 06/01/2023</p>	<p>Cathleen Mabe</p>	<p>06/01/2023</p>
<p><i>Notes:</i></p>				
<p>9/19/22</p>	<p>Grade level teams will meet weekly to plan whole group instruction that is aligned to the county unit plans and pacing using the county-approved resources.</p>	<p>Complete 06/01/2023</p>	<p>Hannah Gray</p>	<p>06/01/2023</p>
<p><i>Notes:</i></p>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, our instructional leadership team regularly completes walk-throughs individually as well as a team to monitor curriculum and instruction. The administrative team also completes formal observations of teachers using the NCEES. Feedback from walk-throughs and observations are given in a variety of ways based on the level of support needed- informal notes left for teachers, emails to document glows and grows, coaching meetings with IC or MCL which may lead to a coaching cycle and eventually an action plan if needed.</p> <p>The instructional leadership team also reviews and gives feedback to teachers on lesson plans to ensure alignment with county pacing and resources.</p>	Limited Development 07/25/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will receive consistent feedback based on instruction as well as planning to increase student achievement. All members of the instructional leadership team will be actively visiting classrooms on a weekly basis to ensure alignment to the county pacing. Teachers will work collaboratively to plan instruction during grade level planning and submit minutes reflecting those discussion each week. Instructional coaches will continue to monitor instruction and data through weekly PLCs.	Objective Met 06/29/23	Ebony Forte Johnson	06/01/2024
Actions					
	9/14/22	Grade level teams will meet weekly to discuss whole group math and ELA instruction for the upcoming weeks and submit the planning document to the shared google folder.	Complete 06/01/2023	Cathleen Mabe	06/01/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, our school has monthly data dives with grade level teams to analyze current assessment data that will drive our instruction during math, ela, and 5th grade science blocks as well as the intervention and enrichment blocks for 1st-4th grades. Our instructional leadership team meets weekly to discuss walk-through data and look for trends. We make decisions for professional development based on assessment data as well as classroom observation data. For example, one of our focus areas for the 22-23 school year is student active engagement based on classroom observation data from the 21-22 school year.	Limited Development 07/25/2022		
<i>How it will look when fully met:</i>		As a result of teachers and the instructional leadership team analyzing data to drive instruction each month, we will reach our goal of being 56% proficient on state assessments at the end of the school year. Teachers will use the data analysis skills they have learned to inform their differentiated and personalized instruction. The instructional leadership team will provide necessary professional development for individuals and groups of teachers based on performance data as well as classroom observation data.	Objective Met 06/29/23	Hannah Gray	06/01/2024
Actions					
	7/27/22	The instructional coach and MCL will plan monthly data dives for the grade levels they support with the support of district curriculum specialist.	Complete 06/01/2023	Cathleen Mabe	06/01/2023
	<i>Notes:</i>				
	7/27/22	Teachers will submit small group and independent practice lessons that provide differentiation and personalization for students based on data.	Complete 06/01/2023	Kendra McCray	06/01/2023
	<i>Notes:</i>				
Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Recruiting- Currently at Manchester we use the resources provided to us by the district to recruit high-quality teachers and staff to Manchester. These include the in-district transfer window, supplements for highly qualified teachers, district-vetted applicants video interviews. To interview candidates, Manchester uses a collaborative team effort. Teachers, instructional leaders, and administration work together to interview and select the best candidate using an interview rubric. Questions require candidates to describe their previous impact they have had on students and leadership in previous roles.</p> <p>Evaluating- Currently at Manchester, certified staff is formally evaluated using NCEES and the appropriate rubric for their position. Teachers receive 2-4 observations from an administrator throughout the school year based on status. Teachers receive a wealth of informal feedback by all members of the instructional leadership team throughout the school year. The instructional leadership teams works collaboratively with the district curriculum specialists to conduct school-wide walkthroughs. During these visits, trends are discussed to determine next steps for individuals and groups of teachers.</p> <p>Rewarding- Beginning in the 22-23 school year, there will be a section of the weekly e-newsletter dedicated to Staff ShoutOuts to acknowledge a staff member for having great impact on a students' academic, behavioral, or social emotional success. We will also continue to work with our faith partner and local businesses to provide tokens of appreciation to staff members throughout the school year to create a culture of appreciation.</p> <p>Replacing- When a teacher or staff member is showing performance concerns, we begin the process of intensive support for the staff member. This includes coaching cycles with an instructional coach, lesson plan development oversight by an instructional coach, and frequent classroom visits by members of the instructional leadership team. When performance concerns continue, administration follows the district protocols for alerting the staff member. This includes written notifications, action plans, and opportunity for growth letters. If performance concerns still continue, the administration works with human resources to discontinue their employment with the district.</p>	Limited Development 07/27/2022		

How it will look when fully met:	<p>When this objective is fully met, the retention rate for highly-qualified staff will be 90%. This will not include staff who leave due to a military move, international teachers ending their contract, or staff who have documented performance concerns.</p> <p>Teachers will feel that Manchester Elementary and our community support them by acknowledging their hard work and providing tokens of appreciation.</p>	Objective Met 10/30/23	Hannah Gray	06/01/2024
Actions				
9/19/22	Each week, the administration will shout out two staff members in the weekly newsletter. One for contributing to the climate of the school and one for contributing to the academic success of students.	Complete 06/01/2023	Hannah Gray	06/01/2023
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Manchester hosted a Spring Fling family event where students and parents were able to come and play games for prizes. Students and parents attended in great numbers (almost 75 total families). March 16, 2023

Currently at Manchester Elementary, staff communicate with parents daily via our 2-way communication app, ClassDOJO. Teachers are in constant communication with parents about their child's academic, behavioral, and social emotional growth through the direct message portion of the app. School-wide announcements are made on ClassDOJO by administration as well as the student services team. Administration announces events (both school and community) and pertinent district-wide communication. Student services provide a monthly update on what students are learning about during SEL classes.

We hold student success conferencse week twice a year. During these conferences, students, parents, and teachers come together to discuss a child's academic, behavioral, and social emotional progress.

We host, at a minimum, 2 family engagement events per semester. Events include open house, student sucess conferences, Curriculum Night, EOG Family Game Night, and other events as planned by our family and community engagement committee. During these nights we are purposeful in giving families strategies that can be used at home to support their child's progress in school.

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<p>How it will look when fully met:</p>	<p>When fully met, all families will be connected to the school through the two-way communication app, ClassDOJO. All teachers will communicate regularly with all parents on their child's academic, behavioral, and social emotional progress. Administration and students services will continue to regularly post announcements on the school-wide page.</p> <p>When fully met, 80% of parents will engage in the student success conference week at least once during the year. All teachers will make contact with all families before conference week to attempt to set up an appointment.</p> <p>When fully met, at least 80% of families will have attended at least one family engagement event offered during the school year to increase their involvement in their child's academic, behavioral, and social emotional success.</p>	<p>Objective Met 10/30/23</p>	<p>Sheila Smith</p>	<p>06/01/2023</p>
<p>Actions</p>				
<p>7/27/22</p>	<p>Teachers will connect all families to the school through ClassDOJO</p> <p><i>Notes:</i> 1/11/23: As of today, we are 91% connected on Dojo 10/6/22: As of today, we are 89% connected on Dojo</p>	<p>Complete 10/01/2022</p>	<p>Mary Beth Fitzharris</p>	<p>10/01/2022</p>
<p>7/27/22</p>	<p>All teachers will communicate regularly with all parents on their child's academic, behavioral, and social emotional progress.</p> <p><i>Notes:</i> 9/18/22: We have begun our school-wide implementation of ClassDojo. The PBIS team is creating a parent point of contact.</p>	<p>Complete 06/01/2023</p>	<p>Hannah Gray</p>	<p>06/01/2023</p>
<p>7/27/22</p>	<p>Student success conference week will be held twice a year. During these conferences, students, parents, and teachers come together to discuss a child's academic, behavioral, and social emotional progress.</p> <p><i>Notes:</i> 10/28/22: The first student success conference week was held. Many parents attended.</p>	<p>Complete 06/01/2023</p>	<p>Hannah Gray</p>	<p>06/01/2023</p>
<p>7/27/22</p>	<p>Family engagement events will be held at a minimum of twice a semester</p> <p><i>Notes:</i> 9/21/22 - Curriculum Night Sneaker Ball</p> <p>Parent teacher conference week is this week. Teachers are to try and meet face to face with every parent to discuss their child's progress, interventions, and how parents can help students at home. mClass Home Connect letters went home this month with strategies for parents to use to help students at home.</p>	<p>Complete 06/01/2023</p>	<p>Sheila Smith</p>	<p>06/01/2023</p>