

## Comprehensive Progress Report

**Mission:** Oak Ridge Elementary's goal is for all to dream, believe, and achieve!

**Vision:** Oak Ridge Elementary School will provide each child with a safe, caring, and engaging learning environment that enhances academic growth, creativity, and character development.

**Goals:**

Priority Goal #1: By June 2021, as measured by our performance composite scores and the baseline date from 2018, Oak Ridge Elementary will increase the school performance composite from 84.2% to a 88.2%.

Priority Goal #2: By June of 2021, Oak Ridge will strive to eliminate the achievement gaps between All students and the Economically Disadvantaged Subgroup and between All students and the Students with Disabilities Subgroup by 2%.

Priority Goal #3: By June of 2021, As measured by the Teacher Working Conditions Survey Construct that focuses on Management of Student Conduct, Oak Ridge Elementary will improve the management of student conduct by .4 percentage points in 2020 and .8 percentage points in 2022 based on the 2018 baseline data for question 5.1.



! = 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
<b>Initial Assessment:</b>		During the 2020-2021 school year we will continue to work with our district's SEL Cohort and our staff will receive continued training with an SEL Coach. We will continue to implement PBIS and will use the discipline software, Educator's Handbook, for referrals and to analyze behavior data.	Limited Development 11/18/2020		
<b>How it will look when fully met:</b>		When this objective is met our school will consistently use school wide practices to encourage excellent behavior throughout the building. We will monitor the effectiveness of school culture using the Teacher Working Conditions Survey Data and SIP Goal 3. All teachers will use Educator's Handbook and the PBIS processes found in their Behavior Notebooks		Jim Smith	06/01/2022
<b>Actions</b>			<b>0 of 5 (0%)</b>		
11/18/20		SEL Team will receive training from District SEL Coach in implementation of Sanford Harmony Curriculum.		Molly Stoltz	12/18/2020
<i>Notes:</i>					
11/18/20		SEL Team will provide training for staff on utilizing Sanford Harmony Curriculum.		Molly Stoltz	01/11/2021
<i>Notes:</i>					
11/18/20		Teachers will plan and deliver lessons daily to students to address social and emotional learning needs. (morning meetings)		Molly Stoltz	06/01/2021
<i>Notes:</i>					
11/18/20		The school counselors will integrate the Cassel Core social emotional competencies into counseling lessons provided on canvas for remote learners.		Melinda Hooper	06/01/2021
<i>Notes:</i>					
11/18/20		Teacher Individual Schedules will reflect time in the day to implement lesson using Sanford Harmony Curriculum as their resource.		Molly Stoltz	12/18/2021
<i>Notes:</i>					

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>		For the 2020-2021 school year Oak Ridge is continuing to implement Core Curriculum in K-5 ELA using CKLA and in K-5 Math using Eureka. This year we will have eight coaching days with CKLA and Eureka Coaches to further develop our capacity in teaching Core content.	Limited Development 11/18/2020		
<i>How it will look when fully met:</i>		Our school will have full implementation of Core Knowledge Language Arts in Grades K-5 and Eureka Math in Grades K-5. PLC's will meet collaboratively 1 times each week to review data from common assessments and plan for engaging and effective instruction in both ELA and Math. The staff will utilize the resources in Canvas that are provided by GCS to support the Core Curriculum. Coaches for CKLA and Eureka will work closely with teachers throughout the year. The focus of each visit will be to ensure that the core programs are being implemented and used to increase student learning and achievement. They will observe teachers, provide feedback, co-teach lessons, and provide PD throughout the year both in PLCs and whole group meetings.		Molly Stoltz	06/01/2021
<i>Actions</i>			<b>0 of 4 (0%)</b>		
	11/18/20	District recorded lessons, provided by the district, will be uploaded and available for students as a resource.		Molly Stoltz	12/18/2020
<i>Notes:</i>					
	11/18/20	Teachers will include in their weekly newsletters ELA and Math skills students are currently working on, to keep parents informed.		April Dixon	06/01/2021
<i>Notes:</i>					
	11/18/20	Grade level weekly planning sessions will occur for teachers to collaborate.		April Dixon	06/01/2021
<i>Notes:</i>					
	11/18/20	1. Teachers will meet eight times a year with our CKLA and Eureka Coaches. Teachers will implement Core Programs in K-5 using CKLA for ELA and Eureka for Math.		Molly Stoltz	06/01/2021
<i>Notes:</i>					

	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		During the 2020-2021 school year, it is necessary to address MTSS strategies through a different lens with remote learning. In the previous years, teachers were able to establish classroom norms, responsibility and cooperation with strategies they had learned. These strategies have to be changed to meet the norms that now are to be set for remote learning.	Limited Development 11/04/2020		
<b>How it will look when fully met:</b>		Classroom teachers will have a clear understanding of how to establish classroom norms, responsibility and cooperation in a remote learning environment, still following MTSS guidelines.		Melinda Hooper	06/01/2021
<b>Actions</b>			<b>2 of 4 (50%)</b>		
11/4/20	1. Teachers new to ORE, will receive training on use of district implemented Educator's Handbook in conjunction with School -Wide Expectations.		Complete 11/02/2020	Jim Smith	11/02/2020
<i>Notes:</i>					
11/4/20	3. School Counselors will create videos for students to view with changes to School-Wide Expectations and how they relate to new COVID procedures.		Complete 10/09/2020	Melinda Hooper	11/30/2020
<i>Notes:</i>					
11/4/20	A Remote Learning Plan will be developed with the assistance of classroom teachers, media/technology specialists, curriculum facilitator and administration. This plan will be shared with parents as a tool kit for online learning. It will contain the following information: overall approach, student daily time with teachers, attendance/grades, virtual tools and resources and parent support.			Melinda Hooper	06/01/2021
<i>Notes:</i>					
11/4/20	5. Weekly PLC meetings will be held for Remote Learning Teachers			Molly Stoltz	06/01/2021
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		For the 20202021 school year, we will continue to meet with IST weekly. We will support new teachers to our district with the required MTSS training provided by the county. Our CF will continue to work with our Data Analytics department to determine effective instructional groupings and interventions needed for students of all percentiles.	Limited Development 11/04/2020		
<i>How it will look when fully met:</i>		All teachers will utilize effective core instruction teaching practices. The school will ensure that each teacher is implementing effective teaching practices. We have defined effective instruction in our school and we utilize the Gradual Release Model of Instruction with effective modeling, questioning, high quality tasks, and checks for understanding/assessment. Teachers will improve the success of struggling students by implementing tiers of support. Teachers will progress monitor students to assist in identifying students who have learning gaps and possible learning disabilities. Teachers will teach Tier 1 instruction to all the students in their classroom. Tier II interventions will be utilized by classroom teachers through the implementation of classroom level interventions and through the Intervention Support Team. Tier III interventions will be used through research based programs in our EC inclusion and pullout classroom settings. As a result of this process we will be appropriately serving all students and those that do have a diagnosed learning disability will be able to receive appropriate educational services earlier in their academic career so that learning gaps can be closed.		Molly Stoltz	06/01/2021
<i>Actions</i>			6 of 7 (86%)		
	11/4/20	K-3 and EC teachers will be training in the use of Istation to assess and progress monitor reading progress.	Complete 12/17/2019	Molly Stoltz	01/27/2020

*Notes:* Teachers are learning how to understand the Science of Reading and how our assessments in iStation align to the reading foundation skills.

11/4/20 All ELA Teachers will participate in Reading Research to Classroom Practice Training to learn the science of teaching reading. This course is 4 CEUs and consists of 30 seat hours and 10 hours of outside/homework based assignments.

Complete 03/25/2020

Denise Francisco

03/13/2020

*Notes:*

11/4/20 The school will hold weekly Intervention Support Team Meetings to analyze progress monitoring of evidence based interventions that teachers are using to close learning gaps.

Complete 05/26/2020

Molly Stoltz

05/26/2020

*Notes:*

11/4/20 The Oak Ridge staff will participate and watch all GCS Webinars this school year related to MTSS. These are watched monthly and align with the MTSS Department's calendar.

Complete 05/26/2020

Denise Francisco

05/26/2020

*Notes:*

11/4/20 Classroom teachers will utilize the Microsoft Teams platform to invite students for small group instruction. A schedule will be sent to parents.

Complete 09/11/2020

Molly Stoltz

09/11/2020

*Notes:*

11/4/20 Staff will be trained on new IST protocols and procedures. Starting first with team, then remainder of staff.

Complete 10/15/2020

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11/30/2020

*Notes:*

11/4/20 New staff members will be introduced to the MTSS webinar trainings provided by the district. Our CF will become our lead MTSS supervisor, supporting the SEL team, IPS team, PLC (behavior and academics). We will continue to use knowledge from the Data Analytics department to support percentile growth of all students.

Molly Stoltz

06/11/2021

*Notes:*

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		During the 2020-2021 school year Oak Ridge will continue to participate in the district's SEL Cohort #2. We will receive monthly coaching combined with strategic staff development to switch focus from adult SEL to student's SEL.	Limited Development 11/18/2020		
<b>How it will look when fully met:</b>		During the 2020-2021 school year we will continue to participate in the district's Cohort #1 for Social and Emotional Learning. All adults in our school will utilize this professional development to better understand students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Teachers will help students learn to identify and understand their emotions and will be able to teach students strategies for successfully managing their emotions. We will also incorporate a new referral process called Educator's Handbook that will allow us to analyze referral data.		Molly Stoltz	06/01/2021
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	11/18/20	Teacher Individual Schedules will reflect time in the day to implement lesson using Sanford Harmony Curriculum as their resource.		Molly Stoltz	12/12/2020
<i>Notes:</i>					
	11/18/20	SEL Team will receive training from District SEL Coach in implementation of Sandford Harmony Curriculum.		Molly Stoltz	12/12/2020
<i>Notes:</i>					
	11/18/20	The school counselors will integrate the Cassel Core social emotional competencies into counseling lessons provided on canvas for remote learners.		Melinda Hooper	06/01/2021
<i>Notes:</i>					
	11/18/20	Work monthly with our SEL Coach to implement effective SEL practices. The coach will attend 2 meetings each month at our school. One meeting will be with our SEL Team and the second meeting will be with our IST.		Molly Stoltz	06/01/2021
<i>Notes:</i>					
	11/18/20	Teachers will plan and deliver lessons daily to students to address social and emotional learning needs. (morning meetings)		April Dixon	06/01/2021
<i>Notes:</i>					

11/18/20	SEL Team will provide training for staff on utilizing Sanford Harmony Curriculum.			Molly Stoltz	11/12/2021	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			During the 2020-2021 school year, rosters were developed to support balanced classrooms. We continue to use Core Curriculum and GCS Curriculum Guides/Pacing/Scope and Sequence to support our alignment of standards, curriculum, and assessments. Our PLC's will continue to meet to support the betterment of teacher knowledge of Common Core State Standards and students capacity to grow.	Limited Development 11/18/2020		
<i>How it will look when fully met:</i>			Oak Ridge will have an ongoing plan to support student transitions across grades and levels including how they transition to Kindergarten and begin school at the elementary level. All teachers will use Core Instructional programs to align the curriculum not only across their own grade level but also from grade to grade as students transition from one grade to the next. Oak Ridge will integrate the Arts and support the Core Curriculum through Arts integration. Teachers will plan collaboratively in weekly PLC meetings for continuity across classrooms in a grade level.		<b>Molly Stoltz</b>	<b>06/01/2021</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>		
11/18/20	Teachers meet each week in PLC meetings.			Molly Stoltz	06/01/2021	
<i>Notes:</i>						
11/18/20	Specialist will hold monthly meetings with administration team to collaborate.			Jim Smith	06/01/2021	
<i>Notes:</i>						
11/18/20	Teacher Assistants will meet monthly with CF to collaborate, determining strategies to support student transition.			Molly Stoltz	06/01/2021	
<i>Notes:</i>						
11/18/20	Counselors will provide support for newly enrolled students through an introductory lunch buddy meeting, followed by individual meetings for students if the need arises. n			Melinda Hooper	06/01/2021	
<i>Notes:</i>						



11/18/20	Counselors will collaborate with middle school(s), 5th grade parents and students in preparation of transiting to middle school.		Melinda Hooper	06/01/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 11/18/2020		
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<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Loschin Penny	06/01/2021
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<b>Actions</b>				<b>0 of 3 (0%)</b>		
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11/18/20			The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district		Loschin Penny	06/01/2021
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<i>Notes:</i>						
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11/18/20			ILT members will attend District MTSS training sessions.		Loschin Penny	06/01/2021
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<i>Notes:</i>						
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11/18/20			School wide MTSS training sessions will be delivered to grade levels during scheduled PLC meetings.		Molly Stoltz	06/01/2021
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<i>Notes:</i>						
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	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
<b>Initial Assessment:</b>			Oak Ridge has a School Improvement Team that meets monthly. Extension meetings of the SIT will include the Instructional Leadership Team, IST, and the SEL Team. All three of these teams incorporate the same members of the SIT Team. We meet all the requirements for membership and parent representatives. Our team has agendas and minutes that are available on the NCStar Platform and they are also filed in a notebook in our main office. The work of the SIT focuses around our 3 SIP goals and the action steps we are implementing to complete the goals successfully.	Limited Development 11/18/2020		
<b>How it will look when fully met:</b>			Oak Ridge has a leadership team (SIT) that is led by the principal and includes teachers, staff, support staff, and parents. This team facilitates communication and coordination among the grade levels and the departments in the school. We have agendas and minutes. As a team we focus on the goals in the School Improvement Plan and the Performance Measure Goals. We assess the status of our school through a Comprehensive Needs Assessment and assess Key Indicators as we develop Action Steps for the Key Indicators.		Jim Smith	06/01/2022
<b>Actions</b>				<b>0 of 3 (0%)</b>		
11/18/20	The SIT Team will meet monthly with subgroups of this team meeting additional times each month including the Intervention Support Team meeting weekly, Instructional Leadership Team meeting weekly, and the Social Emotional Learning Team meeting monthly.		Jim Smith	06/01/2022	<i>Notes:</i>	
11/18/20	Attendance team will meet weekly and present data info/updates monthly at SLT meetings.		Melinda Hooper	06/01/2022	<i>Notes:</i>	
11/18/20	MTAC Committee will meet monthly and present data/information monthly to SLT.		Christie Dalton	06/01/2022	<i>Notes:</i>	

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>During the 2018-2019 school year grade level teams will continue to meet twice per week to review student data and effectively plan for Core Instruction and Intervention.</p> <p>During the 2019-2020 school year Grade Level Teams will meet twice a week for ELA and Math PLCs with a focus on data analysis and effective instructional planned based on this data analysis.</p> <p>During the 2020-2021 school year, duties for both classified and certified will be changed during remote learning and then again during face to face instruction to ensure we are providing time for staff to hold PLCs, monthly grade level or specialist meetings and to provide time for planning.</p>	Limited Development 11/04/2020		
<i>How it will look when fully met:</i>		Grade levels will engage in common planning around effective instruction and quality tasks. Grade levels will meet for collaborative planning for both ELA and Math. Administrative staff will attend and support the planning sessions. The school has established teaming structures that support school improvement. We have a School Improvement Team the focuses on our School Improvement Plan. We then have additional teams that support the work of the SIT including an Instructional Leadership Team, an Instructional Support Team, and a Social Emotional Learning Team. This distributive leadership allows for teachers to take on leadership roles and facilitates teacher leadership roles. In PLC meetings the teachers are creating common formative assessments and then coming back together for data analysis and effective instructional strategies to meet the needs of the variety of learners in each classroom		Molly Stoltz	06/01/2021
<i>Actions</i>			0 of 5 (0%)		
	11/4/20	Teacher Assistance duties will change, once students are learning face to face in the building. each will be assigned a grade to work closely with the teacher, supervising to provide teacher planning time. Teacher assistant will also be used for students in overflow classrooms to supervise.		Jim Smith	01/01/2021
<i>Notes:</i>					

11/4/20	The School Improvement Team meets ongoing with teams throughout the year (including Professional Learning Communities that meet twice each week, the Intervention Support Team that meets weekly after school, and the Social Emotional Learning Team that meets once per month) that support the School Improvement Plan.		Loschin Penny	06/01/2021
<i>Notes:</i>				
11/4/20	The Instructional Support Team meets twice monthly to focus on individual student data around the framework of Multi Tiered Systems of Support (MTSS).		Molly Stoltz	06/01/2021
<i>Notes:</i>				
11/4/20	The Instructional Leadership Team participates monthly in the New Leaders Training Modules. The team meets weekly to review walk through trends and coaching plans for teachers and grade levels		Molly Stoltz	06/01/2021
<i>Notes:</i>				
11/4/20	The Social Emotional Learning Team will meet monthly and the team will assist the SEL coach in implementing four professional development sessions throughout the year for Social Emotional Learning training and development.		Molly Stoltz	06/01/2021
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2020-2021 school year, the principal and instructional leadership team, including the assistant principal and curriculum facilitator, will focus on effective instruction practices and data that guides instructional decisions in the school. Walk throughs will be conducted individually and debriefs will occur weekly based on the data. We will monitor instructional trends and establish coaching and support based on our data analysis.	Limited Development 11/18/2020		
<i>How it will look when fully met:</i>		The principal and the Instructional Leadership Team will keep a relentless focus on instruction and monitor curriculum and instructional consistently. The Instructional Leadership Team consisting of the principal, assistant principal and curriculum facilitator will remain highly visible in the school and conduct frequent classroom walk throughs to monitor high quality instruction and provide effective feedback to teachers.		Loschin Penny	06/01/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	11/18/20	The ILT will meet weekly to debrief individual walk throughs made by the principal, assistant principal, and the curriculum facilitator		Loschin Penny	06/01/2021
<i>Notes:</i>					
	11/18/20	The ILT will work monthly with CKLA and Eureka Math Coaches to improve teacher practice with implementation of Core Curriculum programs		Loschin Penny	06/01/2021
<i>Notes:</i>					
	11/18/20	The ILT will conduct a team walk through weekly and engage in analysis of the walk through to calibrate our practice		Loschin Penny	06/01/8201
<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

<p><b>Initial Assessment:</b></p>	<p>During 2019-2020 the school's data from previous years led our ILT to focus our professional development efforts on Reading Research to Classroom Practice. While our school was maintaining a School Grade of an A; our specific Grade for Reading has consistently been a B. This past year we also met growth versus exceeding growth the previous year. We continue to have achievement gaps with our Students with Disabilities Subgroup and All Students and with our Economically Disadvantaged Subgroup and All Students. Data further indicates from this past year that our level 4 and 5 students did not maintain or exceed their growth as level 4's and 5's in all grades and subject areas. This data indicates that teachers need to continue exposing students to high quality grade level instruction and increase the rigor for our students demonstrating College and Career Readiness (levels 4 and 5).</p> <p>During the 2020-2021 school year, the lack of EOG data has forced teachers to view weekly CFA's differently. We continue to see achievement gaps with our Students with Disabilities Subgroup and All Students and with our Economically Disadvantaged Subgroup and All Students. Data further indicates, consistently, that our level 4's and 5's are not maintaining or exceeding growth in all subject areas. This could be because the assessments used to compare performance are not written for this subgroup of students</p>	<p>Limited Development 11/04/2020</p>		
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<b>How it will look when fully met:</b>	As an Instructional Leadership Team (ILT) we will regularly look at school performance data and aggregated classroom observation data and use this data to make decisions about school improvement and professional development needs. We will analyze subgroup data including Students with Disabilities and Economically Disadvantaged Students compared to All Students. This data will continue to inform our decisions for the following year's professional development plans. Data analysis will occur at the whole school level, in grade level PLCs, and at the classroom/individual student level. We will use a Multi-tiered System of Support (MTSS) to analyze learning gaps and create intervention plans for individual students who are not making adequate progress with classroom level interventions. The school will also focus on reviewing Chronic Absenteeism and utilize a monthly Attendance Team to review data.		<b>Molly Stoltz</b>	<b>06/01/2021</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
11/4/20	The School Improvement Team will meets twice monthly to analyze the progress we are making with our action steps/indicators and our whole school level data. The ILT will meet and this will be a subcommittee of SIT.		Molly Stoltz	06/01/2021
<i>Notes:</i>				
11/4/20	The Instructional Leadership Team will meet weekly to analyze trends in walk through data and grade level academic performance data in School Pace, iStation, and Performance Matters		Molly Stoltz	06/01/2021
<i>Notes:</i>				
11/4/20	The Social Emotional Learning Team will meet monthly to analyze data from Educator's Handbook		Molly Stoltz	06/01/2021
<i>Notes:</i>				
11/4/20	The Instructional Support Team (IST) will meet weekly to analyze the data from Universal Screeners in ELA and Math and the progressing monitoring data from individual students at the Tier II level receiving intensive interventions.		Molly Stoltz	06/01/2021
<i>Notes:</i>				
11/4/20	PLCs will meet weekly to create common formative assessments and then return to analyze the data and inform effective instructional practices and interventions needed at the classroom level to meet the needs of all students.		Molly Stoltz	06/01/2021

Notes:

11/4/20 The Attendance Team will meet monthly to review Chronic Absenteeism. This team will identify students who would benefit from more intensive interventions and determine if a referral to the social worker, counselor, administration, or Intervention Support Team is recommended.

Molly Stoltz

06/01/2021

Notes:

**Core Function:**

**Dimension C - Professional Capacity**

**Effective Practice:**

**Talent recruitment and retention**

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2019-2020 The school utilizes administration, classroom teachers, and curriculum facilitators to conduct to recruit and interview for available positions.</p> <p>2020-2021 The school had a much larger transition of staff members this past summer.</p>	Limited Development 11/04/2020		
<i>How it will look when fully met:</i>		The school will continue to recruit staff members, who reflect the makeup of the student population currently here. An increase in diversity among staff hiring will be a focus for positions that come available.		<b>Loschin Penny</b>	<b>06/01/2022</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	11/4/20	A team will be created to conduct interviews.		Loschin Penny	06/01/2022
<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>		During the 2020-2021 school year we will continue our active partnership with the PTO, the Summit Church and the ORYA. We will communicate weekly with parents through the teacher's weekly newsletters, the PTO newsletters, Connect Ed phone messages, PTO website, and social media platforms. We will also host various parent night opportunities.	Limited Development 11/18/2020		
<i>How it will look when fully met:</i>		We will continue to have fully involved parents as indicated by high numbers of Volunteer Hours and the ongoing success of our PTO. Our family nights and curriculum nights along with various parent meetings will indicate strong parent attendance. We have four parent members on our SBLT. Communication with parents occurs frequently through weekly newsletters from each classroom teacher and weekly newsletters from our PTO with administrative contributions. We also send Connect Ed phone calls and keep active on social media through Facebook and Twitter. We have an updated school website and PTO website		Loschin Penny	06/01/2021
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	11/18/20	The school will keep an updated website. The PTO will also keep an updated website.		Loschin Penny	06/01/2021
<i>Notes:</i>					
	11/18/20	The school and the PTO will keep parents actively informed via Social Media pages such as the school's Facebook, Twitter, and Instagram pages and the PTO's Facebook, Twitter, and Instagram pages.		Christie Dalton	06/01/2021
<i>Notes:</i>					
	11/18/20	5. The school principal and the PTO will jointly send a weekly School Newsletter each week.		Loschin Penny	06/01/2021
<i>Notes:</i>					
	11/18/20	4. Teachers will communicate weekly with parents via a weekly newsletter.		Jessica Murray	06/01/2021
<i>Notes:</i>					

11/18/20 Develop a Student Led Canvas Walk to be presented by students to their parents/guardians.

April Dixon

12/18/2021

*Notes:*