

## Comprehensive Progress Report

### Mission:

The VBS mission for the past two years has been to exit low-performing status. As state reporting data arrives, we are comfortable to say that we can now aspire to an even greater mission. The VBS School Improvement Team and stakeholders will be drafting a new mission and vision for the 2017-18 school year, starting at our September SIT meeting. We will collect feedback and generate ideas in order to facilitate the creation of a new mission and vision.

### Goals:

Every student will demonstrate at least one year's worth of growth in reading/ELA as determined by the reading 3D continuum for grades K-3, and/or the EVAAS prediction model, and/or the student's individually set goals on an IEP or 504 plan. \*Note the following regarding VBS reading: In 2016-17, the VBS goal for increasing reading EOG proficiency in grades 3-5 was to move from 38% proficient to 46% proficient. In 2016-17, VBS exceeded our goal by increasing reading EOG proficiency in grades 3-5 from 38% proficient to 51% proficient. In 2017-18, the VBS goal is to increase reading EOG proficiency in grades 3-5 from 51% proficient to 55% proficient. In 2016-17, the VBS goal for increasing M-Class proficiency in reading in grades K-3 was to move from 81% proficient to 84% proficient. In 2016-17, VBS exceeded our goal by increasing M-Class proficiency in reading in grades K-3 from 81% proficient to 85% proficient. In 2017-18, the VBS goal is to increase M-Class proficiency in reading in grades K-3 from 85% proficient to 88% proficient. -----

Every student will demonstrate at least one year's worth of growth in math as determined by the EVAAS prediction model, and/or the student's individually set goals on an IEP or 504 plan. \*Note the following regarding VBS math: In 2016-17, the VBS goal for increasing math EOG proficiency in grades 3-5 was to move from 47% proficient to 50% proficient. In 2016-17, VBS exceeded our goal by increasing math EOG proficiency in grades 3-5 from 47% proficient to 58% proficient. In 2017-18, the VBS goal is to increase math EOG proficiency in grades 3-5 from 58% proficient to 62% proficient. -----

Every 5th grade student will demonstrate a year's worth of growth in science as determined by the EVAAS prediction model and/or the student's individually set goals on an IEP for 504 plan. \*Note the following regarding VBS science: In 2016-17, the VBS goal for increasing science EOG proficiency in grade 5 was to move from 33% proficient to 41% proficient. In 2016-17, VBS exceeded our goal by increasing science EOG proficiency in grade 5 from 33% proficient to 63% proficient. In 2017-18, the VBS goal is to increase science EOG proficiency in grade 5 from 63% proficient to 67% proficient.



! = Past Due Actions

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>		In the K-5 classrooms that are staffed with teachers returning, staff members have classroom management that ranges from sufficient to excellent, with most teachers having strong classroom management. There are a couple of rooms that could use more formal, descriptive expectations. We also have three new staff members to implement a standardized classroom management system. Our individual grade levels have established Positive Behavior Intervention Systems (PBIS) routines, but we need to improve with standardized school-based practices by using the matrix we have in place.	Limited Development 08/23/2017		
<i>How it will look when fully met:</i>		By June 2018, VBS will qualify for a green-ribbon Positive Behavior Intervention Support (PBIS) Status by ensuring that: 1) Uniform, consistent procedures will exist school-wide; 2) These expectations will be explicitly taught in classrooms and are expected throughout the school; 3) The matrices will be present in classrooms and the halls.		<b>Tinika Bunch</b>	<b>06/08/2018</b>
Action(s)	Created Date		0 of 3 (0%)		
1	9/6/17	1) Re-visit our Positive Behavior Intervention Support (PBIS) matrix to make sure it is current, up-to-date, and relevant to VBS today. <i>Notes:</i> Check original matrix.		Tinika Bunch	11/02/2017
2	9/6/17	2) Make sure that the updated PBIS matrix is displayed in ALL classrooms and ALL hallways and thoroughfares and places of assembly. <i>Notes:</i> Refer to staff.		Daniel Barnes	11/15/2017
3	9/29/17	3) Administration will utilize the Cognito-Forms walkthrough form, specifically the elements with classroom management, to monitor trends and then address concerns as they arise. <i>Notes:</i>		Daniel Barnes	12/20/2017

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use the curriculum framework for instructional planning. Grades 3-5 are receiving Learning Focused Training and will be beginning the process of creating those units this school year. Grades K-2 are focusing on guided math and guided reading lesson plans.	Limited Development 08/02/2016		
<i>How it will look when fully met:</i>		By June 2020, classroom teachers will have generated unit lesson plans via the Professional Learning Community (PLC) process so that grades can implement and utilize results from common assessments. Lastly, special area teachers will utilize a standardized lesson plan with quarterly units that are focused on the NC Essential Standards. These plans will be shared in Google classroom and Google drive. Evidence will be established via shared unit plans generated and reviewed during PLCs, and our upcoming School Improvement Coach will be vital in this process.		<b>Sonya Horton</b>	<b>09/03/2018</b>
Action(s)	Created Date		3 of 6 (50%)		
1	8/2/16	Schedule regular Professional Learning Community (PLC) meetings	Complete 10/02/2017	Sonya Horton	09/29/2017
		<i>Notes:</i> In conjunction with SIC and AP and planning schedule, we have weekly PLC meetings scheduled in-house. The target date is to allow for adjustments when the school year begins, as necessary.			
2	12/30/16	Schedule and monitor grade level meetings on weekly basis.	Complete 10/02/2017	Daniel Barnes	10/02/2017
		<i>Notes:</i> The administration will pop in and provide input at grade level and PLC meetings regularly as they are scheduled.			
3	12/30/16	Use google calendar to schedule and organize meetings.	Complete 09/30/2016	Daniel Barnes	01/02/2017
		<i>Notes:</i> Staff has been doing this regularly since 2016.			
4	12/30/16	Our Reading Instruction Teaching Support (RITS) teacher will meet with grade levels served at least bi-weekly.		Daniel Barnes	01/02/2018
		<i>Notes:</i> After the RITS schedule is developed, we will coordinate their involvement in the PLC process as well.			
5	12/30/16	Begin process of designing instructional units in grade levels.		Sonya Horton	01/01/2018
		<i>Notes:</i>			
6	12/30/16	Create a hub for storing collaborative units (wiki/blog/database, etc.)		Daniel Barnes	09/01/2018
		<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>		The focus of VBS for the past two years has been to improve Tier 1 instruction to reach all learners. As such, we have improved our English Language Arts/Reading proficiency in grades 3-5 from 42 to 51, and we have improved our math proficiency from 41 to 56. In addition, we have improved in science from 41 to 63. We still have work to do, but progress has been steady as a result of focusing on student data and utilizing evidence-based high quality instruction to reach the majority of students.	Limited Development 08/02/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		By June 2018, VBS will utilize evidence-based instructional strategies to improve tier 1 instruction. Teachers will utilize the 90-minute literacy block as well as 90 minutes of daily math by implementing small group instruction, guided math, and guided reading. This will increase the effectiveness of core instruction for all students. End-of-Grade proficiency in grades 3-5 will increase by 4 percentage points in all areas, meaning that reading will grow from 51 to 55; math will grow from 56 to 60, and science will grow from 63 to 67. K-3 proficiency as indicated my MClass Reading 3D will increase by 3% from 85% to 88%.		<b>Sonya Horton</b>	<b>09/30/2020</b>
Action(s)	Created Date		2 of 4 (50%)		
1	1/3/17	Establish use of guided reading K-5.	Complete 01/09/2017	Sonya Horton	01/09/2017
		<i>Notes:</i> Guided reading is implemented throughout the building K-5. There are areas for improvement, but the process and template for small-group plans is being used. We also provided PD for teachers in K-3 for its implementation.  Teachers are maintaining binders for guided reading plans.			
2	1/3/17	Establish use of guided math and centers.	Complete 01/09/2017	Sonya Horton	01/30/2017
		<i>Notes:</i> The basic elements of the plan have been implemented.			
3	8/15/17	The administration will purchase the PRIM-4 (Pre-Referral Intervention Manual) so that each grade level has access to evidence-based tier 1 interventions to improve responsiveness and adjustments needed in the classroom.		Daniel Barnes	11/02/2017

<i>Notes:</i>					
4	8/15/17	VBS will implement "retooling time" based on student-data. The school will utilize a flex-blocked schedule so that each grade level has multiple adults providing in-room interventions for those needing additional assistance and enrichment for those needing acceleration.		Tinika Bunch	11/01/2017
<i>Notes:</i> We will collect data at beginning of year, and Mrs. Bunch will be in charge of helping the retooling work to fidelity. We must commit to this through the MTSS process so that our students can grow.					
<b>Implementation:</b>					
<b>Evidence</b>		12/9/2016 PLC meeting minutes and agendas			
<b>Experience</b>		12/9/2016 Teachers are meeting for PLCs and collaboration times are being attended to.			
<b>Sustainability</b>		12/9/2016 Continuing to meet in PLCs and discussing student achievement on a weekly basis.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Children seen by school counselor, (Nichelle Strickland) bi-weekly and in small groups.	Limited Development 08/02/2016		
<b>How it will look when fully met:</b>		By December 2018, teachers will have received training in cultural competency, particularly with regards to African American students and their progress/growth. At the school level, the school will have achieved green-ribbon PBIS status so that all staff members will communicate a common language for expectations, school-wide, and teachers will have a toolbox of intervention strategies and approaches for students with behavioral difficulties.		<b>Nichelle Strickland</b>	<b>12/01/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 2 (50%)</b>		
1	8/2/16	Create Multi-Tier System of Support (MTSS) team and meeting times.	Complete 04/05/2017	Nichelle Strickland	04/05/2017
<i>Notes:</i> The mentors were chosen and data reviewed. We still need to create more tasks for further implementation.					
2	10/12/17	Establish/create mentor advocate student list		Tinika Bunch	12/12/2017
<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>		At the present, we provide a specialized Kindergarten orientation in August on a separate night from Open House. This involves the transition from no-school or Pre-K to Kindergarten. We also utilize the Title 1 program to have a parent night for transitioning from primary to elementary, e.g., 2nd to 3rd grade, and 5th to 6th grade. This is a significant year of transition for our students. We also invite the feeder pattern middle schools to present to our students, and we coordinate a time with which to offer parents/students the opportunity to learn about the transition to those new schools. In addition, our 5th grade teachers complete VBS-created inventory sheets to help the middle school teachers get to know our students for best placements.	Limited Development 08/23/2017		
<i>How it will look when fully met:</i>		By August of 2018, each level of transition (before K to K; primary to elementary; elementary to secondary), will have the receiving group able to present their expectations to the students and will be able to field questions and concerns.		<b>Daniel Barnes</b>	<b>08/29/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	9/6/17	Create a Kindergarten-only orientation for parents and students.		Michelle Anderson	08/22/2018
		<i>Notes:</i>			
2	9/6/17	Create a 2-to-3 transition meeting IN SCHOOL for the students.		Lillian Turner	05/28/2018
		<i>Notes:</i>			
3	9/6/17	Create a 2-to-3 transition meeting for parents.		Sandra Smith	05/28/2018
		<i>Notes:</i>			
4	9/6/17	Create a 5-to-middle transition meeting with the principals of FHMS and TMS.		Daniel Barnes	05/28/2018
		<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Wilson County Schools has organized an 11 member Low Performing District Coach Team. Each member has no more than three school assignments. Two Executive Directors oversee the team and plan monthly meetings and offer trainings on an as needed basis. Coaches are required to make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. All coaches have been trained in Indistar and in writing SMART goals.	Limited Development 11/28/2016		
<i>How it will look when fully met:</i>		The Executive Directors will hold monthly trainings to give district coaches support and guidance. Coaches will make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. Coaches will monitor plans for effectiveness and ensure deadlines are met and agendas and minutes are kept. They will assist school teams in setting SMART goals, creating tasks in order to meet the goals, and monitoring progress to meet the goals. In the event that goals aren't met, the district team will provide additional resources and support for improvement. We will lead the necessary change for improvement. Each school will have a School Improvement Coach who serves as the Indistar process manager. In addition, our priority schools will have a School Improvement Grant Coach who will also play a vital role by ensuring the School Improvement Grant goals are achieved. They will analyze data on a regular basis and provide support to teachers for improved instruction. We have provided teachers with a K-12 district Curriculum Frameworks for all core content areas. An online curriculum resource is available for parents. The District Coach Team will meet on a consistent basis with a focus on instructional progress. We will analyze data both by school and district and give schools feedback and provide resources for support. We will continue to ensure that School Improvement Plans are transformational documents with SMART goals that result in all students learning. We will focus on core instruction, monitoring progress, assessing and analyzing data in order to gain desired outcomes.		Daniel Barnes	06/06/2018
<i>Action(s)</i>	<i>Created Date</i>		1 of 3 (33%)		
1	8/30/17	1. The LEA will require all district team members to attend monthly meetings and trainings.	Complete 08/25/2017	Melissa Eddy & Steve Ellis	08/25/2017

<i>Notes:</i>					
<b>2</b>	8/30/17	2. District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		LEA District Team Members	06/06/2018
<i>Notes:</i>					
<b>3</b>	8/30/17	3. School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		School Improvement Coaches	06/06/2018
<i>Notes:</i>					
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		School Improvement Team (SIT) meets monthly. Professional Learning Communities (PLCs) can track minutes in IndiStar system. SIT meetings will be more brief but more often so as to be more conducive to ongoing needs.	Limited Development 08/02/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b><i>How it will look when fully met:</i></b>		By June 2018, the whole school Leadership Team, consisting of the principal, teachers who lead the instructional team, and a parent representative will regularly meet once per month; leadership teams consisting of staff members, the assistant principal, MTSS coach, reading specialists, etc. will meet at least once per month. Together, this will fulfill the standard of the leadership team meeting twice monthly.		<b>Daniel Barnes</b>	<b>06/30/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
<b>1</b>	8/15/17	The School Improvement Team will meet twice monthly to review data and indicators for continued progress.		Daniel Barnes	06/04/2018



Notes:

**Implementation:**

<p><b>Evidence</b></p>	<p>10/5/2016 PLC schedule emailed out by S. Horton. Collaboration notebook kept in RITS room</p>			
<p><b>Experience</b></p>	<p>10/5/2016 PLC schedule has been set, and weekly the assistant principal (S. Horton) in the PLC room to review various data from the week, for a given subject for the week</p>			
<p><b>Sustainability</b></p>	<p>10/5/2016 There will be weekly PLCs to discuss the data for various subjects. RITS teachers will also work with K-4 teachers with literacy data.</p>			

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>		Teachers have designated after school duties and have designated planning time every day. Teachers also have duty free lunch.	Limited Development 09/09/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		By September 2017, the school will have a master schedule for regular times for instructional planning, and a calendar for formal PLCs and grade-level planning. These times will be determined using data so that teachers have optimal times for planning while preserving the best times for instruction. Evidence of this objective will be the master schedule in the staff handbook in google drive.	<b>Objective Met 10/16/17</b>	<b>Sonya Horton</b>	<b>09/29/2017</b>
Action(s)	Created Date				
1	9/12/16	A master schedule of PLCs will be created, that will include planning time. Mr. Barnes and School Improvement Coach will plan PLC times.  The task will be planning PLC times, and in the beginning, PLCs will include either Barnes/Horton and School Improvement Coach will attend meetings and slowly wean away from every meeting and stop in on occasion throughout the rest of the year.	Complete 09/29/2017	Sonya Horton	09/29/2017
		<i>Notes:</i> Discussion of various schedules that are used at different schools and how the teachers feel about the schedule. (Wasn't taken very well from classroom teachers)			
2	10/7/16	PLCs will occur weekly with S. Horton and other teachers that have been invited (special areas, RITS, ESL, etc.)	Complete 10/06/2016	Sonya Horton	11/01/2016
		<i>Notes:</i> Weekly PLC notes will be attached in the agenda meetings			
<b>Implementation:</b>			10/16/2017		
<b>Evidence</b>		10/7/2016 PLC notes will be placed in the Meeting Agenda minutes.			
<b>Experience</b>		10/7/2016 Teachers collaborate and plan using data discussed during PLCs.			

<b>Sustainability</b>	10/7/2016 Teachers will meet weekly to discuss various data and plan.			
-----------------------	--	--	--	--

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
-----------------------	--	--	--	--

<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
----------------------------	---	--	--	--

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 team consisting of a principal and 0.5 assistant principal visited classrooms regularly throughout the week, but our emphasis was more singularly targeted on A) weaknesses to remedy, or B) strengths to emulate. With the growth and development of our staff, we are prepared to move into more regular, consistent monitoring of all teachers to help all of them grow.	Limited Development 08/02/2016		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
--	-------------------	----------------------	----------------	--

<b>How it will look when fully met:</b>	By June 2018, the administrative team will have fully implemented daily 5x5 walkthroughs--5 classrooms, 5 minutes a piece. The team will utilize the Cognito Forms walkthrough instrument to aggregate trend data and share as necessary with individuals as well as the school. The administration will share trend data at monthly staff meetings. In addition, the administration is implementing Google Classroom assignments for the submission of lesson plans for review and feedback, and we will be providing feedback on at least an element of the plans or assignments on a weekly basis.		<b>Daniel Barnes</b>	<b>06/29/2018</b>
---	---	--	----------------------	-------------------

<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 3 (33%)</b>	
------------------	---------------------	--	---------------------	--

1	8/2/16	Google calendar Establishing routines consistently for AM and PM announcements Add Google Folder for lesson plans	Complete 08/24/2016	Daniel Barnes	09/01/2016
---	--------	---	---------------------	---------------	------------

*Notes:* Mr. Barnes reviewed calendar and ed-click information during meeting on 8/24.

2	8/15/17	The administration will utilize the Cognito Forms walkthrough instrument via 5x5 walkthroughs on a daily basis, so that each teacher is visited 1-2 times, at a minimum, per week.		Sonya Horton	11/01/2017
---	---------	--	--	--------------	------------

*Notes:* The target date is set so that the administrative team has time to calibrate ourselves (i.e., starting off together to make sure we're on the same path, then branching off so that more individuals can be seen more regularly). This is important to build consistency.

3	8/15/17	All NCEES observations will be done on time per the Organizational Development office, and these observations will consist of descriptive analysis from the principal or assistant principal.		Daniel Barnes	05/28/2018
<i>Notes:</i> Recurrence is based on staff members on comprehensive evaluation schedule.					
<b>Implementation:</b>					
<b>Evidence</b>	8/24/2016 VBS Master Calendar 2016-17 VBS IEP Calendar Teacher personal calendars. Faculty meeting sign-in sheet and Google Classroom confirmation of download of agenda items.				
<b>Experience</b>	8/24/2016 We introduced Google Classroom and conducted training showing how to.				
<b>Sustainability</b>	8/24/2016 Monitor and make sure teachers are responding to and using calendar for organization.				

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>		We are currently reviewing data for implementation on a weekly basis in Administration-team meetings, and we are reviewing the information monthly in SIT, full-faculty, and weekly in PLCs, as data is applicable and available.	Limited Development 09/20/2016		
<i>How it will look when fully met:</i>		VBS will increase the overall school accountability growth for all students in grades 3-5; reading will grow from 51 to 55; math will grow from 56 to 60, and science will grow from 63 to 68. This will be done by regularly looking at school performance data and by using that information to make decisions on needed professional development to build teacher capacity throughout the school.		Daniel Barnes	09/01/2018
Action(s)	Created Date		3 of 5 (60%)		
1	9/20/16	At monthly staff meetings, principal will share pivot tables with pertinent data. This type of data will be made readily available outside of the meetings, but will be a regular part of the meetings as well.	Complete 12/07/2016	Daniel Barnes	10/24/2016
		<i>Notes:</i> FYI to Barnes Pivot tables discussed with SIT team and suggestions taken on how to improve at risk students			
2	10/23/16	Administration will collect lesson plans via Google classroom assignments and will focus on learning focused plans for 3-5 and guided reading/math plans for K-2.	Complete 04/03/2017	Sonya Horton	12/05/2016
		<i>Notes:</i> Feedback can be more instantaneous, and with Google Classroom, the whole administrative team can provide feedback collaboratively and/or individually.			
3	10/23/16	Administration will create EVAAS rosters per class and per grade.	Complete 04/03/2017	Daniel Barnes	11/30/2016
		<i>Notes:</i> Data is frequently shared with staff members as a group and on an individual basis.			
4	8/15/17	Create a database within Google Classroom using Excel and Google Sheets to keep up-to-date data on all students and classes; this would include universal screening data, Case-21 data, attendance information, and discipline data.		Daniel Barnes	10/27/2017

Notes: The database has already been created, but would need to be updated regularly, with various tabs included to get sense of trend data, growth, etc.					
5	8/15/17	The administration will create a data-subcommittee of staff members wanting leadership opportunities and with an "eye" for data to help administration compile, analyze, and share data with staff.		Tinika Bunch	12/15/2017
Notes: This group will review pertinent data and assist in making it digestible and usable for teachers rather than just raw numbers.					

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
----------------------------	---

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>		Monthly awards of the Golden Bear. One to one praises from administration. Shout-outs get put in the Google Classroom.	Limited Development 10/07/2016		
<i>How it will look when fully met:</i>		By February 2018, the school will identify various ways, both formal and informal, to reward staff by usage of the Golden Bear as well as praise in the Google Classroom newsletter minutes. By February 2018, the school will recruit and replace staff by using opportunities such as the job fair, the new applicant tracking system, and social media to highlight positive moments in the school as well as staff employment needs. Evidence will include the social media posts of the school, applications reviewed in the applicant system, and personnel files.	<b>Objective Met</b>	<b>Kim Davis</b>	<b>09/03/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 1 (100%)</b>		
1	10/7/16	Create a survey to ask staff how they would like to be praised and rewarded.	Complete 06/01/2017	Kim Davis	02/01/2017

Notes: Discussing how to reward staff on attendance and to reward staff on things. Shoutouts have been put in CLASSROOM for some teachers but DB doesn't know if they have been noticed. Leadership will be responsible to get feedback what will be good to recognize Bear award, feed,

Monthly recurrence  
Date for Feb meeting  
Kim Davis in charge

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>		Some teachers use texting service, REMIND. Teachers are sending messages through many formats; agendas, weekly folders, text messages, emails, and face to face.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		By December 2017, all teachers will use a communication tool, such as REMIND, so communicate with parents on a weekly basis, at least. Agendas and folders will be sent home regularly. Evidence includes REMIND transcripts and student folders with calendars. In addition, the school will conduct Title 1 nights for parent/school communication. Evidence will be shown via Title 1 sign-in sheets.	<b>Objective Met</b>	<b>Cindy Murphy</b>	<b>12/04/2017</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>1 of 1 (100%)</b>		
1	9/13/16	Teachers will get their homerooms signed up for the REMIND texting service.	Complete 01/02/2017	Cindy Murphy	12/01/2016
		<i>Notes:</i> Teachers will get their homerooms signed up with the REMIND texting system to have another way of communication with their parents via text messages.			