

School Improvement Plan

School Name: Dorsett Shoals Elementary					School Year: 2016-2017					
Principal Name: Cher Algarin					Title I Program:		<input type="checkbox"/>	Yes		
							<input checked="" type="checkbox"/>	No		
Current Status:										
<input type="checkbox"/>	Priority	<input type="checkbox"/>	Focus	<input type="checkbox"/>						Alert
Implementing (Select all that apply):										
<input checked="" type="checkbox"/>	School Improvement Plan (School Improvement Plans are due to Area Director by Friday, September 9, 2016).									
<input type="checkbox"/>	Flexible Learning Plan (FLP)									
Principal's Signature: <i>Cher Y. M. Algarin</i>					Date: 9/9/16					
Area Director's Signature:					Date:					
Associate Superintendent's Signature:					Date:					

School Improvement Plan

1. Provide a narrative description of the school, the community and educational programs/practices used every day. Describe your school including instruction, communication, parent and community involvement, etc. What do you do every day and what is the understood expectation in instruction, communication, organization, inclusiveness, etc.? What are the expectations of teachers regarding planning and implementing? How do teachers and administrators monitor for consistency? What specific instructional strategies are used and expected by all – vocabulary, reading, writing across the curriculum, student-focused instruction (what does it look like), integration of technology, hands-on, applied student instruction in all subject areas, etc. What are the common strategies that will be used by all? How is this monitored- walk-throughs that monitor and evaluate implementation consistent and pervasive with fidelity- when and how is info shared – formative data that reflects instruction- How is that evaluated and shared?

Dorsett Shoals Elementary School is comprised of 440 students in grades K-5th. We served a very diverse population of students. We are the feeder school for Yeager Middle School, Mason Creek Middle School, Chapel Hill Middle School, Alexander High School, and Chapel Hill High School. The mission of DSES is to provide a quality education for all students in a safe, supportive environment. The instructional framework used to support our standards-based classrooms is aligned to Common Core, Next Generation Learning Focused Schools, higher-order thinking skills, differentiated instruction, and flexible groups. As a school, we take pride in being a teacher to all students.

Instruction is monitored and evaluated through Teacher Keys, walkthroughs (peer and administration), and checklists. The expectations are for all teachers to collaborate and plan lessons together. Teachers collaborate weekly to maintain, evaluate, or adjust instruction. Students' work, data, and standards are the primary focus of their collaboration. All lesson plans are reflective of the standards with a strong emphasis on what students will know, understand, and do (**HOTS**). Administrators conduct frequent walkthroughs to monitor implementation of the standards, student achievement and engagement. Feedback is shared in instructional meetings, informal/formal conferences, and written commentary. Also, administrators meet with teachers regularly to discuss student achievement, data, and best practices.

Technology is used daily by the teachers and students. Teachers meet to learn new ways to integrate technology in their lessons to maximize student learning. In addition, students are encouraged to set goals for reading, sight words, Lexiles, and math fluency. DSES has a recognition component for students that achieve their goals. For example, there is a bulletin board display for students that met or exceeded sight word goals in Kindergarten, first and second grade. Shout-outs are shared during afternoon announcements for those students who have mastered their sight word goals.

Formative and summative data are evaluated and shared within instructional, faculty, grade level and vertical team meetings. Evaluated data leads to flexible groups and co-taught classroom groups. The common strategies that are used by all includes but are not limited to: Lucy Calkins units of study, EngageNY, Learning Clips, Defined STEM, math journals, Education Galaxy, ebooks, flexible groups, and technology. Teachers are consistently monitoring, reteaching, and conferencing with students.

School Improvement Plan

2. Data information. Data should describe strengths and challenges. Examples include data pertaining to overall school/student performance, attendance, instructional practices from walk throughs/observations, student learning, GAPSS data and parent involvement programs. Describe what you find clearly so that stakeholders understand.

- **What does the data tell you about your school's strengths?**
- **What does the data tell you about your school's opportunities for improvement?**

Dorsett Shoals Elementary Milestone (GMAS) results in 2015-2016 showed in **ELA 74%** of all 3rd 4th & 5th grade students scored in the developing, proficient and distinguished learner category. In **Mathematics, 87%** of all 3rd 4th & 5th grade students scored in the developing, proficient and distinguished learner category. In **Science, 81%** of all 3rd 4th & 5th grade students scored in the developing, proficient and distinguished learner category. In **Social Studies, 84%** of all 3rd 4th & 5th grade students scored in the developing, proficient and distinguished learner category. ELA and Science will be the academic areas we focus on for the 2016-17 school year.

Attendance was also a major focus. Attendance Assemblies and gifts initiated by the counselor led to a significant decline in absenteesim and tardies. We will continue with the programs such as the monthly drawings for perfect attendance. These serve as positive incentives for the students. We still need to work on student tardies and early check outs.

Instructional practices from walkthroughs/observations and Teacher Keys Evaluation System data have continued to be a primary focus of conversation informally and formally. We constantly make references to the Teacher Keys Evaluation System standards and expectations. We will continue to address parental and family involvement through PTA, School Council, room mothers, Panther Clubhouse, and the Mentor Match Program. We have implemented several programs over the years. Our Star Student celebrations have generated positive parent participation. Over 95% of the parents and family members show up to watch their children receive a certificate and recognition for outstanding behavior, work, or overall great job.

School Improvement Plan

3. Based on the data, what 3-5 goals for improvement emerge for your school? (Template Provided) Cite relevant evidence from your data (in all areas) to support the goals. What strategies will the school use to address these goals (no more than 3 strategies)? The strategies you select will address your specific goals and be in addition to what you do every day. All staff will know those strategies and implement them consistently and pervasively across your school. Strategies will be detailed on the school improvement plan template.

Strategies should:

- *Be researched based.*
- *Provide opportunities for ALL children in the school, including targeted populations, to meet or exceed standards.*
- *Use effective instructional methods that increase the quality and amount of learning time.*

Math is an area of focus for our entire school. During faculty meetings staff will bring ideas, suggestions, and discuss gaps between grade levels. The faculty is comprised of K-5 teachers, special education, PC, and special areas. In addition, the district math representative will be utilized at the faculty meetings to provide ideas and suggestions on how to improve math in our school. There will be a K-5 school representative.

In special education classes, research based programs are put in place such as Reading Mastery, Corrective Reading, Connecting Math Concepts, and Number Worlds, FAST Math and math exemplars. These supplemental programs are used to help close the gap with students with disabilities. Throughout the year School Key indicators of math will be displayed at various times on classroom bulletin boards in the hallways. The school will continue to use math journals. Grade-level incentives will be utilized for achievement with specific math facts. In addition, math fluency will be a school-wide focus and recognition for mastery of the facts.

Reading/ELA is a strong area for DSES however we are constantly looking at ways to improve. We will use A.R as a positive motivator and AIMSweb progress monitoring. We will continue sight word recognition goals for K-220 words, 1st grade-600 words, and 2nd grade-1,000 words by the end of the year. Lexile levels are also a focus. Students use their current Lexile levels when checking out books in the media center.

In **Writing**- we are writing across the curriculum in all grades. Diagnostic writing assessments will be used to drive instruction and make adjustments as needed. Lucy Calkins will be the instructional framework for teaching writing in grades K-5.

The 21st century grant program (Panther Clubhouse) will be targeting at risk K-5 students. This year's focus will continue to be on math. However, reading and writing will be incorporated as well. DSES teachers will be working with the students after school to provide additional support in the area of math. Students will be progress monitored through AIMSweb Tier 2 and SST interventions, and common district assessments.

Strategies

Students will have the opportunity to set individual goals through-out the year.

- Problem of the Day
- Real-World Math Applications
- Interactive Math Journals
- Education Galaxy
- Learning Clips
- Differentiation within Classrooms
- Higher-Order thinking skills
- Math Vocabulary
- Focus on math facts daily/weekly

School Improvement Plan

4. Describe the school staff, including the Hi-Q status of all professional staff. What strategies are used to recruit, build capacity and retain effective, highly qualified teachers (leadership-administrative/teacher, mentoring, professional learning, etc.)? (Describe specific strategies you are using to promote the CLASS Keys Self-Assessment/Reflection and Professional Growth Plan. What do you do to hire a highly qualified staff based on district procedures, initiatives and programs in your building? This will require that you look at your school's strengths and weaknesses in your decisions. Your staff decisions should be based on the needs of your students. What do you provide to increase retention: developing teacher leadership capacity, professional development, processes and procedures in place that provide a strong foundation for a healthy culture and work environment, student results, etc.)

Dorsett Shoals Elementary strives to provide a positive culture that supports shared leadership whereby all teachers have a voice in school-wide decisions. Teachers are evaluated and monitored through Teacher Keys Evaluation System. TKES is a combination of informal and formal conversations between administrators and teachers so that there is a clear understanding of the 10 standards. Walkthroughs and feedback will be essential in promoting student achievement throughout the building. In order to increase retention, develop teacher leaders, and build a strong foundation for a healthy culture and work environment, the following is provided:

All teachers' opinions are respected. There are various ways that faculty and staff are supported. New teachers are provided mentors for support; monthly instructional meetings with administration where data is analyzed, student achievement is discussed, and ways to improve are generated; teams provide support for each other; and vertical teams keep teams on track. Every team is represented on the leadership team. Leadership minutes are shared with everyone and input is accepted. DSES administrators have an open door policy. Professional development is provided at staff meetings.

The leadership and staff agendas are sent to the entire school prior to the meeting. This allows faculty and staff to know what will be discussed and provide feedback through their team leaders. Many opportunities are provided for professional development. Administrators encourage teacher leaders to lead in the professional development of faculty and staff.

School Improvement Plan

5. Describe professional development activities that are offered at the school which enable all children in the school to meet performance standards. (Use the DCSS GAPSS Three Year Professional Learning Plan Template) Include when and how the learning takes place through “Initiative Training”? What does it look like through “Monitoring for Implementation” (differentiated, job-embedded, collaborative, shared, etc.)? Describe how the Professional Learning impacted teacher knowledge and student learning through “Evaluation” (multiple measures).

Technology- Promethean board, Ladibug document camera, Active Expression, and Windows Orientation

Next Generation Learning Focused Schools is used to improve instruction, student learning maps (student/teacher), higher-order thinking skills, and assessment prompts throughout the lesson. In addition, KUDs are used to guide plans and instruction.

Differentiation and Academically Challenging Environment training is provided since it is a standard in Teacher Keys. Teachers will receive training in order to meet each student’s individual needs.

Math- specific topics to include math facts, math fluency, State adopted math standards, and gaps between the grade levels. Math representatives will be trained and share information during staff meetings.

All trainings (Learning Focused Schools, Teacher Keys, Differentiation, Math, and Technology) will take place at faculty and staff meetings, instructional meetings, and team meetings.

The professional development activities will be monitored through: Teacher Keys, walkthroughs/observations, RTI, collaboration, informal and formal meetings, and job embedded trainings.

Attached is a three year plan that will further outline school year 2106-2017 professional learning activities.

School Improvement Plan

6. Describe ongoing professional development activities that will be offered to instructional staff at the school to address the integration of technology within the curriculum. (Attach a copy of your school's technology plan) Include when and how the learning will take place. What will the professional development look like? How will you account for differences in levels of proficiency? How will you monitor and evaluate the use of technology in the classroom?

DSES is now a 21st Century School. Odyssey, Edivate, SLDS, Engrade, Renaissance Place (AR), Aimsweb, Education Galaxy, Learning Clips, e-books, and the Lakeshore products are just a variety of the software tools available to support classroom instruction. We have wireless internet access, Promethean boards, Ladibug document cameras, ActivExpressions, and 7 laptops in every classroom. Technology training will be given throughout the school year. The media specialist, DCSS technology staff, and teacher trainers will provide training to meet various needs of proficiency. Teachers will have access to online training materials, small group trainings, and trainings during faculty and staff meetings. The trainings will be based on a needs assessment generated by the teachers. County Instructional Technology staff will also be invited to train teachers as needed.

Technology is having a positive impact on student achievement by offering teachers another tool to reach and teach digital components. Students are able to use technology for various lessons and assessments across content areas and grade levels. The new technology will allow teachers to quickly track student performance and differentiate instruction.

Following is a list of student software programs from Lakeshore we have at DSES. This software was purchased with PET grants.

Daily Language Station CD Rom Gr 1,2
Sound Switching Game CD-ROM
Highlight the Clues Interactive CD-ROM Gr 1-2
Operations & Algebraic Thinking: Mole in the Hole
Beginning Operations Interactive Activities CD-ROM GR K-1
Math Quiz Game Show Interactive CD--(Grades 1-3)
Math Quiz Game Show Interactive CD--(Grades 4-6)
Daily Language Station CD--(Grades 3-4)
Daily Language Station CD--(Grades 1-2)
Math Plinko (Grades 3-4)
Highlight the Clues (Grades 3-4)
Language Test Taking (Grades 3-4)
Math Test Taking (Grades 3-4)
Place Value Mystery
Plinko Nonfiction
Word Study Space Sort

Other software we have includes:

Aimsweb, Odyssey, Nettekter, AR Enterprise, Education Galaxy; Defined STEM; Learning Clips; Destiny; e-books; Mobymax.com; Scootpad.com

School Improvement Plan

7. Describe strategies to increase parental involvement in the classroom, school, and instruction of their child (leading other parents), capacity-building, communication, etc.).

Dorsett Shoals Elementary is reaching out and engaging families through a variety of ways. PTA and school council provide opportunities for parents to be involved in school decisions and events.

Implementation of a two-way communication system between teachers and parents regarding student learning occurs via emails; texting apps, Remind, Class Dojo, or phone calls. The majority of our families have submitted email addresses for a quick way to communicate with DSES. Each month a newsletter is sent home highlighting school news and events throughout the month. On Tuesdays, Panther Facts are sent home with student work and upcoming activities. This allows teachers and parents to communicate student learning as it relates to the standards. Class Dojo is a school-wide behavior and communication tool. There is also a strong collaboration with PTA and the school council to provide activities and events that inform parents on what's happening at DSES. In addition, teachers create newsletters that are sent home on a regular basis.

Our website has a wide range of information that can inform parents of upcoming activities and events. Parent Link is utilized frequently to notify parents of important events such as spirit nights, book fairs, school-wide events, and reminders. DSES has implemented the parent learning contract which requires parent signature and parental involvement. Our 21st century grant program (Panther Clubhouse) requires parental involvement in order for students to participate in the program.

Other strategies to increase parental involvement would be the following: Update teacher websites, check current events and opportunities, require parents to check agendas, continue monthly newsletters, and offer options for parent conferences.

We will continue to promote: Mrs. Algarin's Super Students, PTA events, Book Fairs, Fall Festivals, Thanksgiving Feast, Grandparents Day, Star Student Celebrations, Box Tops, Soup Labels, Field Day, Fine Arts Night, Disability Awareness Night, Family School Dance, Career Day, Cultural Day, Hearing and Vision Screening, Help a Child Smile Dental Mobile, Red Ribbon Week, Spirit Nights, Attendance and Behavior Assembly, Volunteer Celebration Program, Match Mentor Program, School Council, and Partners in Education.

School Improvement Plan (continued)

School Name: Dorsett Shoals Elementary School

Principal Name: Cher Algarin

School Year: 2016-2017

Measurable Goals: All students will increase in ELA on GMAS in grades 3-5 from 74% developing, proficient, and distinguished learners to 80% developing, proficient, and distinguished learners at the end of SY 2016. **GOAL #1 –ELA**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, and Assessment	Use of State adopted standards, LFS, and rigor in the classroom will be monitored using Teacher Keys	Aug 2016- May 2017	____ Subs at \$70 =\$____ Education Galaxy (language arts)	Principal/AP All Teachers	Informal and formal evaluations	Teachers analyze student work individually, in teams, and with administrators to determine instructional decisions; students revise work based upon teacher analysis and commentary. Collaboration will be used for planning or revising lesson plans for best practices. Best practices will be observed and monitored for continuous improvement. Students can articulate learning goals and expectations. <u>37%</u> proficient and distinguished learners 3rd-5 th on the GA-Milestones. Students are reading across the content areas and utilizing reading strategies that support understanding in all content areas.
	Team Leaders			Team Minutes Common District Assessments		
	All Teachers			AIMSweb Reading logs, visual displays, and Lexile Lesson Plans		

School Improvement Plan (continued)

School Name: Dorsett Shoals Elementary School

Principal Name: Cher Algarin

School Year: 2016-2017

Measurable Goals: All students will increase in mathematics on GMAS in grades 3-5 from **87%** developing, proficient, and distinguished learners to **90%** developing, proficient, and distinguished learners at the end of SY 2016. **Goal #2-Math**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, and Assessment	Math flexible groups	Aug 2016- May 2017	Math Journals Engage NY (K-2) ***Copy Cost Education Galaxy (Math)	All Teachers	Lesson Plans	Students are moved in and out of flexible groups based on their progress
	Math common district assessments				List of Students	
	Math Journals for all students	Classroom observations			Students are grouped based on frequent monitoring and ongoing formative assessment	
	Implement strategies to support at risk students in all subgroups.	Protocols for examining student work			Teacher conferences help support student goals.	
	Match instruction and materials to the level of the learner.	AIMSweb			Individual student progress will be shown on various formative and summative measures. 49% proficient and distinguished learners 3rd-5 th on the GA-Milestones.	
	Set short-term learning goals and assess student progress more frequently.	District Common Assessments				
	Math Fluency Initiative	100 th Day of School				Timed math test

School Improvement Plan (continued)

School Name: Dorsett Shoals Elementary

Principal Name: Cher Algarin

School Year: 2016-2017

Measurable Goals: All students will decrease their absences and tardies for the SY 2016. **Goal #3-Attendance**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, and Assessment	School-wide attendance recognition program. Each student with perfect attendance will be entered in a drawing.	Aug 2016-May 2017	Business Partners School Spirit Night	Counselor Attendance Clerk School Social Worker	Attendance Logs and infinite campus Newsletters and Website	Students will be awarded and recognize at an assembly. 96% of students will not have absences over 6 days.
Curriculum, Instruction, and Assessment	Technology in classroom instruction Technology mini lessons at faculty meetings and collaboration day. Implement the 21 st Century Classroom	Aug 2016-May 2017	Engrade	Teacher Media Specialist DCSS Technology Dept.	Lesson plans with evidence of technology Student Centers Faculty and Staff Agendas	Classroom observations show technology being used. Students will be able to tell what is being learned and how it is related to the standard. Teachers will create opportunities for technology to be used by the students and during instruction.
Instruction, Leadership, and Professional	Professional staff will participate in Peer Walkthroughs	Aug 2016-May 2017		Admin. All Teachers	Walkthroughs and Evaluations Teacher Keys	Peer Walkthroughs can provide information on adjusting the instruction and awareness of common trends throughout the building.

School Improvement Plan (continued)

School Name: Dorsett Shoals Elementary

Principal Name: Cher Algarin

School Year: 2016-2017

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, planning and Organization	<p>Implement strategies to support at risk students in all subgroups.</p> <p>Match instruction and materials to the level of the learner.</p> <p>Conference more frequently</p> <p>Set short-term learning goals and assess student progress more frequently.</p>	Aug. 2016-May 2017		Admin. All Teachers	<p>List of students flexible grouping, conferencing logs, student learning goals, and assessment data</p> <p>Grade level , SST, Tier 2, and IEP minutes</p>	<p>Students can articulate their next steps to meet the standards in reading and math.</p> <p>Teacher conferences help support student goals.</p> <p>Students are grouped based on frequent monitoring and ongoing formative assessment.</p>
Professional Learning	<p>The faculty will be engaged in professional development in the areas of writing, math, technology, Differentiation, Next Gen. LFS, & Science</p> <p>Courses will be offered through MyPDC or Edivate which will meet the needs of individual teachers.</p>	Aug 2016-May 2017		Admin. Teachers Trainers All Teachers Team Leaders DCSS Professional Learning/ County Instructional Coaches	<p>Classroom observations</p> <p>Sign in Sheets</p> <p>Schedules</p> <p>Teacher reflections</p>	<p>Teachers who attend professional learning opportunities will use what they learned in the classroom and/or train others at faculty meetings.</p>

School Improvement Plan (continued)

School Name: Dorsett Shoals Elementary

Principal Name: Cher Algarin

School Year: 2016-2017

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Leadership	<p>The leadership team will engage in a one day retreat to assess progress in SY 16-17 and to plan for the SY 17-18</p> <p>Various memberships and publications will be subscribed to and made available to all faculty members through the professional section in the media center.</p>	<p>May 2017</p> <p>Aug. 2016- May 2017</p>	<p>Professional membership and publications – ASCD Paid through DCSS Prof. Learning Department</p>	<p>Admin, and Leadership Team</p>	<p>Minutes of meeting</p> <p>SY 16-17 SIP</p>	<p>The data collected throughout the year will be used to create a working SIP and promote high student achievement in all areas.</p> <p>Research will support best practices in the classroom as evident in the academic achievement of students.</p>
School, Family, and Community Involvement and Support	<p>Continue with the home to school communication regarding student learning. Website/email/Remind/Class Dojo/Parent Link</p> <p>Send monthly newsletters</p> <p>The Tuesday Panther Facts allows teachers and parents to communicate student learning and goals</p> <p>Collaboration with PTA and other groups to implement activities and events related to student achievement</p>	<p>Aug. 2016- May 2017</p> <p>Monthly</p> <p>Weekly</p> <p>Monthly</p>		<p>DSES community and school</p> <p>Grade Level Teams</p> <p>Partners In Education</p> <p>Match Mentors</p>	<p>Newsletters</p> <p>Flyers</p> <p>Conference Logs</p> <p>PTA and School Council minutes</p>	<p>Family and community sign in logs</p> <p>The DSES website will provide up-to-date information.</p> <p>School-wide Newsletter, PTA information, and calendar of events will be provided electronically.</p>

DCSS: Three Year Professional Learning Development Plan

Professional Learning FY16 <i>*Indicates emphasis for year</i>	Professional Learning FY17 <i>*Indicates emphasis for year</i>	Professional Learning FY18 <i>*Indicates emphasis for year</i>
<p>Initiative Training: Mathematics</p> <ul style="list-style-type: none"> • Provide professional development on standards-based teaching and learning • Math Committee • District Math Representative 	<p>1. Initiative Training:</p> <ul style="list-style-type: none"> • Provide professional development on standards-based teaching and learning • Math Committee • District Math Representative 	<p>1. Initiative Training:</p> <ul style="list-style-type: none"> • Provide professional development on standards-based teaching and learning • Math Committee • District Math Representative
<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • Collaborative Planning Days • AIMSweb • Math Common District Assessments • E-Walks • Formal Evaluations • Peer Awareness Walks (teachers will observe each other during a math lesson) • Vertical Team Meeting at Faculty and Staff Meetings • Math Workshop (Visit another school to observe a math program) 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • Collaborative Planning Days • AIMSweb • Math Common District Assessments • E-Walks • Formal Evaluations • Peer Awareness Walks (teachers will observe each other during a math lesson) • Vertical Team Meeting at Faculty and Staff Meetings • Math Workshop (Visit another school to observe a math program) 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • Collaborative Planning Days • AIMSweb • Math Common District Assessments • E-Walks • Formal Evaluations • Peer Awareness Walks (teachers will observe each other during a math lesson) • Vertical Team Meeting at Faculty and Staff Meetings • Math Workshop (Visit another school to observe a math program)
<p>-Evaluation:</p> <p>1. Educator Understanding:</p> <ul style="list-style-type: none"> • Collaborative Planning Day • E-Walk Analysis • Teacher reflection summary analysis • Vertical Team Discussion <p>2. Student Achievement Impact:</p> <p>*Formative/Summative Data</p> <ul style="list-style-type: none"> • AIMSweb • District Common Assessments • GA Milestones- End of Grade 	<p>-Evaluation:</p> <p>1. Educator Understanding:</p> <ul style="list-style-type: none"> • Collaborative Planning Day • E-Walk Analysis • Teacher reflection summary analysis • Vertical Team Discussion <p>2. Student Achievement Impact:</p> <p>*Formative/Summative Data</p> <ul style="list-style-type: none"> • AIMSweb • District Common Assessments • GA Milestones- End of Grade 	<p>-Evaluation:</p> <p>1. Educator Understanding:</p> <ul style="list-style-type: none"> • Collaborative Planning Day • E-Walk Analysis • Teacher reflection summary analysis • Vertical Team Discussion <p>2. Student Achievement Impact:</p> <p>*Formative/Summative Data</p> <ul style="list-style-type: none"> • AIMSweb • District Common Assessments • GA Milestones- End of Grade