

## Comprehensive Progress Report

**Mission:**

Our mission is to improve academic achievement for all students and to ensure that all students graduate from high school prepared for college, careers, and life.

**Goals:**

By the end of 2017-18 Margaret Hearne Elementary School will increase its overall End of Grade Reading proficiency from 24.1% to 29.1%.

By the end of the 2017-18 school year Margaret Hearne Elementary School will increase its overall EVAAS growth rating in reading for grades 3-5 from a negative growth index to a growth index of 0 or better.

By the end of the 2017-18 school year Margaret Hearne Elementary School will increase its overall End of Grade Math proficiency in grades 3-5 from 35.7% to 40.7%.

By the end of the 2017-18 school year Margaret Hearne Elementary School will increase its overall End of Grade Science proficiency from 28.6% to 35%.



! = Past Due Actions      KEY = Key Indicator

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	
		<p>The district has assisted the schools with the development of Curriculum Frameworks that are aligned units of instruction for each grade level. These curriculum frameworks include district resources that are provided to our school and are aligned to the standards for instruction. We are currently in the early stages of this roll out, and will need to really focus on grade level collaboration in PLCs and grade level meetings to ensure that these frameworks are utilized to their fullest. Currently, this level of collaboration among teams is not in place, and with a high teacher turnover rate has hurt the ability to build strong and consistent grade level PLCs.</p>	Limited Development 09/21/2016			

<b>How it will look when fully met:</b>		<p>Collaboration among team members in a grade level will be evident by consistency in the instruction of various units. A common lesson plan template will be utilized by all grade levels. Teachers will develop units of instruction/objectives that clearly align to the standards that are required at that grade level. The rubric will be developed as an evaluation tool. Teachers will develop common formative assessments based on the standards being taught in their classrooms. Data from these assessments will be used to differentiate instruction to address the individual student needs including ELL, EC, and AIG. Teachers will collaborate with EC, ESL, and AIG teachers through grade level PLCs and by sharing the weekly lesson plans with them to ensure consistency. The principal and assistant principal will focus on specific grade levels to provide support through a coaching model. The emphasis in PLC's will be on teachers collaborating to ensure that the instructional standards are being taught and adjustments are made when needed.</p> <p>By 2018-19 we will have instructional units that cover all standards in Math, Reading, Science, and Social Studies. Our tasks will show that by summer of 2017 teachers will work on unpacking the standards and will have a better understanding of the standards in each subject. By the end of the summer of 2018, we will have instructional units for Math and Reading. By the end of the summer of 2019, we will have completed the Science and social studies instructional units.</p>		<b>Monika Sharma</b>	<b>06/10/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 7 (29%)</b>		
<b>1</b>	10/18/16	Plan and train staff in district provided curriculum framework.	Complete 08/22/2016	Monika Sharma	09/09/2016
<i>Notes:</i> All staff received the training in district provided curriculum framework.					
<b>2</b>	10/18/16	Provide common lesson plan template to the staff. Explain components of the new lesson plan template in the PLCs.	Complete 09/14/2016	Thomas Holland	10/07/2016
<i>Notes:</i> New lesson plan template was given at the beginning of the school year and it was discussed in the PLCs.					
<b>3</b>	10/18/16	Teachers will collaborate during grade level planning to create standard based unit plans for reading. The school improvement coach will provide support during these meetings as needed.		Grade level chairs	06/15/2018
<i>Notes:</i>					
<b>4</b>	10/18/16	Instructional staff will submit their weekly lesson plans in a timely manner.		Thomas Holland	03/21/2018

Notes:					
5	10/18/16	Provide opportunity to ESL, EC, and RITS teachers to attend grade level PLCs at least once per nine weeks.		Monika Sharma	06/15/2018
Notes:					
6	10/18/16	Monitor the use of district provided curriculum framework and provide support as needed.		Sherria Grubbs	06/22/2018
Notes:					
7	10/19/16	Provide opportunities to special teachers to attend grade level PLCs at least once per nine weeks.		Monika Sharma	05/25/2018
Notes: Special teacher will attend PLCs during their push-in times or planning times.					

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Our school had a previous SST process in place for student interventions at the different tiers. This system involved a team of teachers and support personnel that would meet to work with individual student data and work to put in place appropriate interventions to assist the student. This system was not consistent, as overall school data indicates that 70% of students were not proficient in reading and over 50% of students were also not proficient in math. Only the Kindergarten level ended the year with 60% at expected reading levels, with 1st, 2nd, and 3rd grade showing less than 30% on grade level at the end of the year. This supporting data is strong evidence that problems with core instruction exist and that although some students were being provided tiered support through the process, many other students were also struggling and were not provided the level of support needed to be successful. It is for this reason that we are moving to a new model for MTSS implementation and will work with a MTSS coach to ensure fidelity in implementation as we focus on Tier 1 this year.	Limited Development 09/21/2016		

<b>How it will look when fully met:</b>		By the end of 2016-17 school year, tier one instruction will be strengthened. Teachers will use evidence based instructional strategies during the 90 minutes reading and math block to increase the effectiveness of tier 1 core instruction for all students. Teachers will have better understanding of effective core instruction. Student achievement will increase by 5% on the end of grade assessments as well as benchmarks, R3D, and any other standardized assessments. Teacher accountability will lead to greater teacher effectiveness. Data will reflect student growth. Once we have tier 1 core instruction in place, we will focus on other tiers. Thus, full implementation of this standard will be achieved.		<b>Sherria Grubbs</b>	<b>05/31/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>4 of 8 (50%)</b>		
<b>1</b>	1/4/17	MTSS Coach will introduce and explain a form that will help teachers analyze student data.	Complete 02/15/2017	Amy Nichols	02/15/2017
		<i>Notes:</i> MTSS Coach introduced the student data analysis form during the PLCs on Nov 11, 2016. This form will be used to analyze student data after every benchmark and track student progress. In the PLCs the discussion will be geared to meeting student needs based on data. So far we have used this form for our BOY and MOY assessments and teachers have a better understanding of their data, thus better informed instruction.			
<b>2</b>	1/11/17	Kindergarten teachers will progress monitor students in Reading 3D on regular basis.		All Kindergarten teachers	05/04/2018
		<i>Notes:</i>			
<b>3</b>	1/11/17	First grade teachers will progress monitor students in Reading 3D on regular basis.		First grade teachers	05/18/2018
		<i>Notes:</i>			
<b>4</b>	1/11/17	Second grade teachers will progress monitor students in Reading 3D on regular basis.		Seconds grade teachers	05/04/2018
		<i>Notes:</i>			
<b>5</b>	1/11/17	Third grade teachers will progress monitor students in Reading 3D on regular basis.		Third grade teachers	05/04/2018

<i>Notes:</i>						
6	3/13/17	Fourth grade teachers will monitor student growth through school-net assessments for reading and math.	Complete 05/04/2017	4th grade teachers	04/20/2017	
<i>Notes:</i> Teachers use school net assessments to monitor student standard mastery and growth. Teachers also use district and school benchmark data to evaluate student achievement. A data spreadsheet has been created to gauge student growth for tutoring. A pretest was given at the beginning and a posttest was given at the end of the tutoring. Posttest data was used to create flex grouping for rigorous instruction for three weeks before the EOG. Teachers also progress monitor transitional students using R3D.						
7	3/13/17	5th grade teachers will monitor student growth through school-net assessments for reading, math, and science.	Complete 05/04/2017	5th grade teachers	05/03/2017	
<i>Notes:</i> Teachers use school net assessments to monitor student standard mastery and growth. Teachers also use district and school benchmark data to evaluate student achievement. A data spreadsheet has been created to gauge student growth for tutoring. A pretest was given at the beginning and a posttest was given at the end of the tutoring.						
8	3/13/17	K-3 teachers will complete the progress monitoring calendars during the PLCs and will adhere to deadlines.	Complete 03/13/2017	K-3 teachers	03/01/2017	
<i>Notes:</i> The administration and curriculum facilitator noticed the struggle teachers are having to keep up with progress monitoring and felt the need of having a set calendar for progress monitoring. Teachers met in PLCs after the MOY benchmark window and created their own progress monitoring calendar with the help of curriculum. Now each week during the PLCs, Ms. Sharma goes over the students that have been progress monitored and answers any questions and addresses problems teachers might have regarding progress monitoring. This calendar had been a great help.						
	<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>
<i>Initial Assessment:</i>		We do have a school counselor who works with students that are having issues with their emotions. This year we also implemented Hornet Academy. We have Hornet Academy where students are sent when they are having difficulties in the classroom.They go back to their classroom when they are ready to learn. The PBIS committee works to	Limited Development 10/05/2016			

		enforce positive behavior throughout the school building to create a conducive environment for student learning. Teachers have been provided with the PD for PBIS. However, not every teacher follows the PBIS expectations and communicates to their students in a clear and concise way. In an effort to promote core ethical values in our school we have developed a comprehensive approach to implementing these values into our educational curriculum. Each month a basic value is integrated into the standards. Our school counselor will be recognizing students based on these character traits each month from each grade level. However, this approach is in the beginning stages.			
<b>How it will look when fully met:</b>		Teachers will be an integral part in supporting their students development of social/emotional behavior. Teachers will be prepared to recognize students' emotions and guide them in managing those emotions. Students would understand that they have emotions and these emotions are caused by certain things that happened during the day. Students will understand how to identify these emotions and gain skills in self-management. Students will also understand how to identify the emotions that others are feeling and that it's fine for people to have different emotions. Students will learn how to control their own emotions and respect others. PBIS will be implemented successfully and the team will work to recognize positive behavior. The school counselor will recognize students based on monthly character traits.		<b>Chanda Atkins</b>	<b>05/25/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	3/13/17	Teachers will identify students who may need more social/emotional behavior support and refer these students to the school counselor.		Chanda Atkins	02/02/2018
		<i>Notes:</i>			
2	3/13/17	School Counselor will provide individual sessions to students referred for social/emotional support.		Chanda Atkins	05/07/2018
		<i>Notes:</i>			
3	3/13/17	School Counselor will provide group sessions to students referred for social/emotional support.		Chanda Atkins	05/04/2018
		<i>Notes:</i>			
4	3/13/17	School Counselor will identify students who may need more intense social/emotional support and make referrals to appropriate community		Chanda Atkins	01/26/2018

agencies to assist with students' needs.

Notes: This will be an ongoing task.

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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 09/21/2016		
<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		<b>Thomas Holland</b>	<b>05/25/2018</b>

		data in order to gain desired outcomes.			
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	9/6/17	The LEA will require all district team members to attend monthly meetings and trainings.		Thomas Holland	08/25/2017
<i>Notes:</i>					
2	9/6/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		Thomas Holland	06/08/2018
<i>Notes:</i>					
3	9/6/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Monika Sharma	06/08/2018
<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>		We have a leadership team that consists of the principal, assistant principal, curriculum facilitator, TOY, reps from each grade level, RITS teacher, special area teacher, school counselor, student support specialist, two parents and a TA. Leadership team meets twice a month, once as a group and at least once a month in PLCs. We are in the beginning stages of our PLCs, and we are discussing policies and procedures in PLCs and doing PD. Once we get our first step done, we'll eventually move to discussing data. As members of the leadership team, we need to focus on our goal of student achievement and ensure that all team members are taking responsibility to communicate this to their colleagues. The school leadership team members need to be more active in discussions and provide their input when it is requested. We need to start reviewing the implementation of effective practices as a team. We also need to make sure that parent reps attend the meetings.	Limited Development 10/05/2016		
<b>How it will look when fully met:</b>		By the end of the 2016-2017 we will have a strong leadership team who has been actively participating in all the discussions. We'll have our		<b>Thomas Holland</b>	<b>05/25/2018</b>



		parent reps attending our SIT meetings. The team not only brings up the issues but also comes up with solutions to solve them. They will work as the leaders of the school and bring the ideas and discussions to the table. The team will also be able to successfully review the implementation of effective practices.			
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>We do have some team structures and procedures in place. We would like to strengthen our vertical alignment and parental participation. Our PLCs are growing stronger. In addition to this, we have organized team meetings and agendas and minutes are kept. However, all grade level need to be consistent in creating agendas ahead of time and submitting PLC minutes. We also need to make sure that there is a set time allotted in the PLCs agendas for the common formative assessments.</p> <p>We must focus on student achievement by way of aligning content taught across the grades and organizing procedures that help teams stay focused and productive.</p> <p>We also have a curriculum committee in place which will focus on school instructional needs.</p>	Limited Development 10/14/2016		
<i>How it will look when fully met:</i>		<p>The school will establish team structures with specific duties by creating a master schedule that will outline lunch duty, enhancement schedule, recess schedule, morning and afternoon duties, and Monday morning huddles. The master schedule will mainly focus on ELA block, math time, guided/modeled writing and time for science and social studies. The master schedule will reflect common planning time for each grade level. RITS (Reading intervention teaching support) schedule will be created to address the greatest academic needs of the school. Administration will identify teachers who need extra support. One on one instructional coaching will be given to the specific teachers. School based PD will be provided to the staff based on their instructional needs. Curriculum Facilitator and MTSS coach will meet with grade level</p>		<b>Sherria Grubbs</b>	<b>05/25/2018</b>

		<p>teams during their instructional planning. Each grade level team will have a PLC lead who will be responsible for turning in their agendas for the PLCs ahead of time for administration to review.</p> <p>Administration, Curriculum facilitator, or both will attend all the PLCs. PLC meeting minutes will be submitted in a timely manner. All the agendas and PLC minutes will be saved in the folder in Google drive, and every team member, including administration, will have easy access to it.</p>			
<b>Action(s)</b>	<b>Created Date</b>		<b>6 of 10 (60%)</b>		
1	10/17/16	Master schedule will be created with common planning time for each grade level and separate time for grade level PLCs.	Complete 08/22/2016	Thomas Holland	08/22/2016
Notes: Master schedule was created with common planning.					
2	10/18/16	EC teacher will attend grade level PLCs at least once every nine weeks (grading period).	Complete 05/25/2017	Lisa Harrison	05/26/2017
Notes: Mrs. Harrison attended the grade level PLCs on the following dates: 11/30/2016 discussed CIS, benchmark data 12/14/2016 discussed MOY R3D testing, assessment videos 4/5/2017 discussed mClass, Read 2 Achieve, Moby Max 5/22/2017 discussed CASE 21 and Renaissance.					
We will continue the process for 2017-18 school year as this year we will be creating grade level unit plans for reading.					
3	10/18/16	ESL teacher will attend grade level PLCs at least once every nine weeks (grading period).	Complete 05/25/2017	Amrita Saini	05/26/2017
Notes: Mrs. Saini attended the PLCs and shared valuable information regarding ELLs. She attended PLCs on Sept. 14, Nov. 11, Jan. 27, and April 27. She discussed ACCESS scores that indicate language proficiency levels in reading, writing, listening, and speaking.					
We will continue the process for 2017-18 school year as this year we will be creating grade level unit plans for reading.					
4	10/18/16	RITS teachers will attend grade level PLCs at least once every nine weeks (grading period).		Kelly Thomas	05/26/2017
Notes:					

5	10/18/16	School based PD on MSV cues and guided reading groups will be provided to the staff.	Complete 10/19/2016	Kelly Thomas	10/28/2016
<i>Notes:</i> PD was done on Oct 19th during PLCs.					
6	10/18/16	One on one instructional coaching will be given to specific teachers.	Complete 01/31/2017	Sherry Young	01/27/2017
<i>Notes:</i> One-on-one coaching was given to the specific teachers by the curriculum coach and RITS teachers. The supporting teachers observed the classroom teachers and provided specific feedback. The supporting teachers modeled guided reading groups for them and gave the teachers the opportunity to ask any questions they might have about the guided reading lesson. The supporting teachers went back into the classrooms to do fidelity checks. This process is working as we are seeing changes in the effectiveness of instruction in the classroom.					
7	10/18/16	Courses will be created in NCEES for all the school based PDs for teachers to receive CEUs.		Monika Sharma	05/26/2017
<i>Notes:</i>					
8	10/18/16	PLC leads will turn in their agendas and meeting minutes in a timely manner.		PLC Leads	05/18/2018
<i>Notes:</i>					
9	10/18/16	MTSS coach will attend grade level PLCs once every grading period.	Complete 05/30/2017	Amy Nichols	05/26/2017
<i>Notes:</i> Amy Nichols attended the PLCs to share data and discuss MTSS framework. She shared strategies and resources with the teachers. She also discussed SAM instrument during the PLCs.					
10	8/14/17	Master schedule will be created with common planning time for each grade level and separate time for grade level PLCs.		Thomas Holland	08/18/2017
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We have a new administration this year. Our current administration has provided a structure for a 90 minute reading and a 90 minute math block. However this is just a beginning stage of implementation and our staff is still trying to learn and adapt to the changes that have been implemented by the new administration. Administration is focusing	Limited Development 10/16/2016		

	<p>more on grade level collaboration and data analysis. These practices need to be consistent in order for us to see high gains.</p> <p>The administration will conduct observation with pre and post conferences. They will provide timely feedback to teachers to improve instruction.</p> <p>Teachers will have individual data meetings with admin and instructional coach. These meetings will provide teachers clear and constructive feedback on their current practices and ways to meet individual student needs.</p> <p>The administration and curriculum facilitator will work closely to provide support to the teachers who need help with instructional practices.</p> <p>Administration has started a coaching model, where principal focuses on 2nd, 4th, and 5th grade and assistant principal focuses on kindergarten, 1st, and 3rd grade. They review and monitor weekly lesson plans to ensure they all align with state standards.</p> <p>Admin, curriculum facilitator, and teachers will meet in weekly PLCs to discuss data, provide support as needed, and discuss best practices.</p>				
<b>How it will look when fully met:</b>	<p>We will have better trained and informed staff as to the curriculum and as far as the academic needs of their student.</p> <p>School will meet/exceed growth in all academic areas.</p> <p>We will have strong grade level teams who will work collaboratively with their own team as well as working with the teams in other grade levels to meet their students' individual needs.</p> <p>Data-driven instruction will be a high priority in our school.</p> <p>Constant collaboration among teachers, admin, and curriculum facilitator will lead school towards the path of success.</p>		<b>Thomas Holland</b>	<b>06/01/2018</b>	
<b>Action(s)</b>	<b>Created Date</b>	<b>4 of 6 (67%)</b>			
1	10/19/16	Observe teachers' 90 minute math and reading block.	Complete 05/12/2017	Thomas Holland	05/26/2017
Notes:		Administration observed 90 minute math and reading block on regular basis and provided feedback. Much needed support and resources were			

		provided. Struggling teachers were paired with more experienced teachers to receive help in areas that had been targeted as needing improvement.			
2	10/19/16	Conduct formal teacher observations including pre and post conferences.	Complete 05/26/2017	Thomas Holland	05/26/2017
Notes: Numbers of observations depend on teachers' license status.					
3	10/19/16	Conduct data meetings with individual teachers and provide feedback.	Complete 05/26/2017	Thomas Holland	05/26/2017
<p>Notes: First round of data meetings was scheduled in a two week time span (week of Jan 23rd and week of Jan 30th) with teachers at all grade levels. An email was sent with individual meeting times and topics of discussion. Admin and Curriculum Facilitator were the members of the data team. These meetings were focused on student data and the teacher's process for reviewing, collaborating, planning, and acting on the information. An agenda was provided to review several aspects of student data and ask several questions regarding how instructional plans can be aligned to data for small group instruction. Teachers were asked to bring their entire data notebooks to the conference and plan on meeting for 30-40 minutes. In the list below are a few topics that were on the agenda:</p> <ul style="list-style-type: none"> <li>Reading 3D Data</li> <li>Progress Monitoring Data and Schedule</li> <li>Benchmark Data</li> <li>Guided Reading Plans</li> <li>Grouping of students</li> <li>Review of Individual Plans</li> <li>Collected student data (anecdotal notes, etc.)</li> <li>District Benchmark Data (K-1 Math, Case 21, 3-5 Benchmarks, etc.)</li> <li>Potential Retention Student Data</li> </ul> <p>We had several great outcomes of these meetings. It was an eye-opening/self reflection experience for our staff. There were several teachers who were not prepared, whereas some had all their ducks in a row. As a result of these meetings we invited Ms. Humphrey for guided reading PD and Ms. Simmon for guided math PD. Teachers were expected to submit their guided reading lesson plans on a weekly basis. Admin team, Curriculum Facilitator and Ms. Humphrey reviewed these lesson plans, and feedback was provided.</p> <p>Teachers' summative evaluation was considered as the second round of data meeting. These meetings were only with the Administration. A schedule was provided for these meetings.</p>					

4	10/19/16	Use district mandated walk through form.	Complete 05/26/2017	Sherria Grubbs	05/26/2017
Notes: Administration used ELEOT (district mandated walk-through form) to observe teachers and provided timely feedback.					
5	8/14/17	Observe teachers' 90 minute math and reading block.		Thomas Holland	03/16/2018
Notes:					
6	8/14/17	Conduct mid year data meetings with individual teachers and provide feedback.		Thomas Holland	01/26/2018
Notes: Ongoing data meeting will happen frequently during the PLCs.					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our school does have a SIT that meets on a routine basis. The team is currently constructed of many new members and our staff has had a great deal of turnover in the last several years. The administration of our school is completely new this school year. Processes and procedures are currently being revamped as part of the change in school leadership. The SIT has already began to review data regarding our school's status and needs for improvement, however process and routine for using this data to direct and inform decisions about school improvement remains limited at this time. A new MTSS model will also be focused on this year, but this is only in the initial stages of development.	Limited Development 09/26/2016		
<b>How it will look when fully met:</b>		By the end of 2016-17 Margaret Hearne Elementary School will increase its overall End of Grade Reading proficiency from 30.5% to 32%.  By the end of the 2016-17 school year Margaret Hearne Elementary School will increase its overall EVAAS growth rating in reading for grades 3-5 from a -2.3 growth index to a growth index of 0 or better.  By the end of the 2016-17 school year Margaret Hearne Elementary School will increase its overall End of Grade Math proficiency in grades		<b>Thomas Holland</b>	<b>06/01/2018</b>

		3-5 from 43.2% to 45%.  By the end of the 2016-17 school year Margaret Hearne Elementary School will increase its overall End of Grade Science proficiency from 48.1% to 51%.			
<b>Action(s)</b>	<b>Created Date</b>		<b>10 of 15 (67%)</b>		
1	9/27/16	Ensure that teachers are following the balanced literacy approach to ELA lessons with fidelity during their 90 minute uninterrupted literacy time.	Complete 03/24/2017	Thomas Holland	03/24/2017
		<i>Notes:</i> Teachers are following the balanced literacy approach for ELA. Teachers have their balance literacy whole group and guided reading schedules posted outside their classrooms. The curriculum facilitator met with a few teachers who needed additional help planning their balanced literacy schedules. Many of our teachers have attended 90 minute guided reading training provided by the district.			
2	9/27/16	Ensure that teachers implement and use district curriculum frameworks within their weekly lesson plans, discuss the resources during their collaborative planning sessions, and receive coaching and support with the resources as needed.	Complete 01/27/2017	Monika Sharma	01/27/2017
		<i>Notes:</i> Lesson plans are being reviewed by the administration and support has been provided to the teachers that are struggling to implement the use of curriculum framework support and resources in their weekly plan. The curriculum facilitator attends grade level planning meetings to ensure that the frameworks are being referenced and discussed. Grade levels follow an agenda for grade level planning to make sure the discussion is geared towards the standards.			
3	9/27/16	Meaningful and purposeful feedback, modeling, and support will be provided to teachers regarding instructional performance through formal, informal, and walk through observations		Thomas Holland	06/09/2017
		<i>Notes:</i>			
4	9/27/16	Individual teacher data meetings will be held with grade level teachers following major benchmark cycles to ensure that the teacher can effectively analyze their data, create an action plan for their class based	Complete 05/04/2017	Thomas Holland	05/01/2017

		on the data, and receive the feedback of administration and curriculum facilitator regarding next steps, additional planning steps, or supports required to show growth.			
		<p><i>Notes:</i> First round of data meetings was scheduled in a two week of time span (week of Jan 23rd and week of Jan 30th) with teachers at all grade levels. An email was sent with individual meeting time and topic of discussion. Admin and Curriculum Facilitator were the members of the data team. These meetings were focused on student data and the teacher's process for reviewing, collaborating, planning, and acting on the information. An agenda was provided to review several aspects of student data and ask several questions regarding how instructional plans can be aligned to data for small group instruction. Teachers were asked to bring their entire data notebook to the conference and plan on meeting for 30-40 minutes. In the list below are a few topics that were on the agenda:</p> <ul style="list-style-type: none"> <li>Reading 3D Data</li> <li>Progress Monitoring Data and Schedule</li> <li>Benchmark Data</li> <li>Guided Reading Plans</li> <li>Grouping of students</li> <li>Review of Individual Plans</li> <li>Collected student data (anecdotal notes, etc.)</li> <li>District Benchmark Data (K-1 Math, Case 21, 3-5 Benchmarks, etc.)</li> <li>Potential Retention Student Data</li> </ul> <p>We had several great outcomes of these meetings. It was an eye-opening/self reflection experience for our staff. There were several teachers who were not prepared, whereas some had all their ducks in a row. As a result of these meetings we invited Ms. Humphrey for guided reading PD and Ms. Simmon for guided math PD. Teachers were expected to submit their guided reading lesson plans on weekly basis. Admin team, Curriculum Facilitator and Ms. Humphrey reviewed these lesson plans, and feedback was provided.</p> <p>Teachers' summative evaluation was considered as second round of data meeting. These meeting were only with the Administration. A schedule was provided for these meeting.</p>			
5	10/18/16	Ensure that teachers are following the Guided Math lessons with fidelity during their 90 minute math block time.	Complete 03/24/2017	Thomas Holland	03/24/2017
		<i>Notes:</i> Teachers are following the 90 minute guided math block. However this			



		year the focus in the district is on small group differentiated math instruction. Differentiated center rotation will be implemented next year. Two of our teachers are on the district guided math team. These teachers attend guided math meetings and present learned strategies in staff meetings.			
6	10/18/16	Ensure that teachers (especially 5th grade) are following the Science curriculum with fidelity during their science time.	Complete 01/27/2017	Thomas Holland	01/27/2017
		<i>Notes:</i> The science teachers are following the Science Curriculum with fidelity. Their lesson plans reflect the ongoing use of science curriculum. 5th grade teachers planned a field trip that correlated closely with their science standards.			
7	10/18/16	Ensure the usage of Reading A-Z, Science A to Z and Study Island program for reading, math, and science standards. Classes will be created in the programs to make sure students can utilize this resource on their iPads.	Complete 03/21/2017	curriculum committee members	03/22/2017
		<p><i>Notes:</i> Fifth grade uses reading and science A-Z in their guided reading groups and in their centers. The assignments are given for small groups, and students are assigned a level so they can read and "level up" during center time. Students also complete a comprehension quiz on each book. Science A-Z is also used in reading time and during science instruction as a review or for reteaching. Fifth grade uses this resource on their iPads because they have the kids A-Z app.</p> <p>All students in fifth grade use study island for reading, math, and science. They work on study island during morning work time and center time.</p> <p>Third and Fourth grade do not have an app for reading A-Z and science A-Z. They use this resource as well as study island during the whole group instruction, small group instruction, and independent practice. They use the online version of it. Fourth-grade teachers have this saved on student iPads as their home screen and they also have created a QR code for students to use.</p> <p>In third grade the CIS students used reading A-Z with their tutors. Some third-grade students are also using fourth grade study island for math enrichment.</p> <p>Second-grade uses reading A-Z nearly every day as well as at home.</p>			

They use this tool for additional leveled text and comprehension practices. Students in second grade like this tool because they get to choose their own books. Second-graders do not have the kids A-Z app so they use a QR code. Second grade is still exploring science A-Z resource. Additional training will be provided for them soon.

All first grade teachers have students in reading A-Z and science A-Z, and they also have the app on student iPads. Teachers are using it in center and for guided reading groups. Students bring their iPad to the small-group table and they read the books from the program. Some first grade teachers also print books and use them in small groups. Teachers also let students work on reading A-Z if they complete their other assignments early. Reading A-Z is also being utilized in computer lab for the computer special.

The kindergarten team has the app on student iPads. They used reading A-Z in their guided reading groups, centers, and as take-home books. They also use phonemic lessons, phonics Awareness lessons, and for vocabulary books. Kids A-Z is also being used during the technology specials once a week. Students use it for reading and creating “ level up” games. Teachers use this data to guide instruction in their guided reading groups. The kindergarten team does not have science A-Z.

8	10/18/16	Teachers will implement the Science/Social Studies curriculum framework that is provided by the district with fidelity in order to increase rigorous instruction.	Complete 01/31/2017	Thomas Holland	01/31/2017
<p><i>Notes:</i> The teachers are following the Science/Social Studies Curriculum with fidelity. Their lesson plans reflect the ongoing use of Science/Social Studies curriculum framework provided by the district.</p>					
9	10/18/16	5th grade Science teachers will partner with Barton College to create and implement hands-on science activities aligned to 5th grade Science standards.	Complete 12/07/2016	Karen Mathison	12/19/2016
<p><i>Notes:</i> Fifth grade went to Barton college on Oct. 26, Nov. 2, Nov. 9, and Nov.16. Students were divided into groups, and they did many hands-on activities related to weather. Students enjoyed the activities. Each activity had a formal assessment at the end of the lesson.</p>					

10	10/18/16	Teachers will use science kits (matter, ecosystems, weather, etc.) to enhance student understanding related to the concepts that are being taught in the classroom.		Karen Mathison	05/26/2017
<i>Notes:</i>					
11	10/18/16	4th grade teachers will use Schoolnet assessments to collect and use data to drive and inform instruction in all content areas.		4th Grade Teachers	05/26/2017
<i>Notes:</i>					
12	12/16/16	3rd grade teachers will use Schoolnet assessments to collect and use data to drive and inform instruction in all content areas.		Third grade teachers	05/26/2017
<i>Notes:</i>					
13	12/16/16	5th grade teachers will use Schoolnet assessments to collect and use data to drive and inform instruction in all content areas.		5th grade teachers	05/26/2017
<i>Notes:</i>					
14	3/8/17	Ms. Simons will do 90 mins guided math training during the PLCs to help teachers understand the DOK levels and make lessons more rigorous.	Complete 03/03/2017	Monika Sharma	03/10/2017
<i>Notes:</i> Debra Simons came Friday, March 3rd and trained classroom teachers on guided math. The main focus of the training was understanding the DOK level while asking and solving math problems. The teachers also had the opportunity to analyze their data and find the areas that need improvement.					
15	3/8/17	Ms. Humphrey will provide guided reading/writing training in three sessions. Two sessions will be in the afternoon, and one will be during PLCs. During these PLCs we will sit and look at reading plans, giving feedback to the teachers as needed.	Complete 03/14/2017	Monika Sharma	03/17/2017
<i>Notes:</i> Our first session with Ms. Humphrey was on Feb 15th from 3:30-5:00. Ms. Humphrey went over R3D written responses and explained the scoring rubric. She also explained how students are experiencing difficulty on written response to text. We analyzed student responses together. She stressed the importance of teachers asking higher order thinking questions in their daily lessons and modeling written responses to text that show proficiency.  Our second session with Ms. Humphrey was on Feb 22nd from 3:30-5:00. During this session, Ms. Humphrey went over the components of the guided reading lesson plan. She modeled a read aloud that involved					

higher order thinking questions.

Our third session with Ms. Humphrey was on March 14th during the PLCs. Ms. Humphrey reviewed each teacher's guided reading lesson plans and gave valuable feedback. She explained the importance of each component of Jan Richardson's guided reading plan. Teachers were very appreciative of her feedback. Thanks to Ms. Humphrey for helping us.

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently M. Hearne has struggled to consistently recruit and retain quality staff. The turnover rate at the school is significant and this has hurt the school's ability to build consistency with staff expectations as well as professional development. The school does provide highly qualified staff the opportunity to serve as clinical teachers through local universities in Barton and ECU. This does help in the recruiting of beginning teachers. There is a beginning teacher support program in place at the school as well as the district level, assigning mentors and providing professional development for these teachers. Overall this is an important area of focus to ensure that staff are retained, provided opportunities for growth, and can help reduce the traditional high turnover rate the school has faced.	Limited Development 09/22/2016		
<i>How it will look when fully met:</i>		There will be a smaller teacher turnover rate. An effective process for recruiting teachers will be in place. The recruiting process will involve the teacher leaders. They will serve on the interview committee. The school will continue to work with local agencies and universities to hire new teachers. The school will also work with the Barton College of Education and ECU to place practicum and student teachers throughout our building to give them much needed exposure and prepare them to be strong educators. A district mandated evaluation tool for walkthroughs and formal observations will be used to evaluate all the teachers in the building to promote consistency. The principal and assistant principal will conduct a survey to evaluate their roles. The staff will have the opportunity to provide their input anonymously.		<b>Thomas Holland</b>	<b>11/24/2017</b>

<b>Action(s)</b>	<b>Created Date</b>			
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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	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>			<p>We have many challenges in getting support from home (i.e constantly changing phone numbers and addresses,lack of homework support, parents not able to help because of limited time and skill knowledge.) However several efforts have been made to involve parents more in the past such as home visits and phone calls (connect-ed) curriculum night, parent nights.</p> <p>To reach out to our parents we need to figure out a better way to communicate with our families.</p> <p>We are planning to have more curriculum-based parental involvement activities this year such as curriculum night, Math carnival, reading night, kindergarten night, information night for students in the transition class.</p> <p>Administration will send weekly Connect-Ed messages home for the upcoming week that will include all the activities and events that're happening at school.</p> <p>Connect-Ed messages and upcoming events will be posted on Facebook also to reach as many parents as possible.</p>	Limited Development 10/14/2016		
<i>How it will look when fully met:</i>			By June 2017 Margaret Hearne staff will increase family attendance and participation at school curriculum nights from an average of 20 families per night to an average of at least 75 families (If it's a school-wide event ) and by 140 families (If it's a school-wide event ) for the 2017-18 school year. For individual grade level information nights, the goal will be that		Monika Sharma	06/07/2018

		at least one-fourth of the grade level will attend the parents nights. Parents will be invited by staff to events at the school and across the district to help facilitate student success. Student achievement will increase on the end of grade assessments as well as benchmarks, R3D and any other standardized assessments. We will have better informed parents regarding their child's academic needs and curriculum. Parents will be more involved with the school through the increased communication, quarterly progress reports, and report cards. Parents will be involved in the Renaissance celebrations to celebrate their children's academic success for each grading period. Parental attendance and students learning will be measured by sign in sheets and student's report cards.			
<b>Action(s)</b>	<b>Created Date</b>		<b>7 of 8 (88%)</b>		
1	10/14/16	The school will organize curriculum night to inform parents about their child's grade level curriculum and it's expectations.	Complete 12/07/2016	Monika Sharma	02/01/2017
		<p><i>Notes:</i> Grade levels will cover information about all subject areas, standard based report cards, and district/state expectations. We originally had planned to host this curriculum night twice a year, but we decided to do it for individual grade levels in the second semester. This way it could be geared to the specific needs of the grade levels.</p> <p>We had our school wide curriculum night on Nov 9th. There were two sessions and each session covered the same information. Thanks to all the staff members for working really hard to make parent contacts for Curriculum Night. We had 129 families!! This is a record high for any academic event. Parents were very appreciative and want us to host many more events like this.</p>			
2	10/14/16	School will organize Math Carnival with the help of Barton-partnership. This carnival will focus on Math hands-on activities and games that parents can also do at home to help their child.	Complete 10/25/2016	Monika Sharma	11/02/2016
		<p><i>Notes:</i> We had a great success. 41 families came out and enjoyed the fun and games. Parents were very appreciative and wanted us to hold many more events like this.</p>			
3	10/16/16	All students performing above grade level will be the rewarded. There will be a celebration for them and parents will be in invited to be a part of their child's academic success.	Complete 06/08/2017	Karen Mathison	06/02/2017
		<p><i>Notes:</i> Each 9 weeks, students meeting the specific criteria celebrated their success with a special Renaissance breakfast.</p>			

For the 1st nine weeks we had 18 students in grades 3-5. Senator Angela Bryant donated the funds for the breakfast catered by "Oh My Lard". She also made certificates for each of the students to be handed out during the breakfast celebration. While she joined us for breakfast, she spent time speaking to the students and parents. We had 35 students in K-2. K-2 students were celebrated with a movie and popcorn party.

For the 2nd nine weeks we had 21 students in grades 3-5. Senator Jean Farmer-Butterfield donated the funds for breakfast catered by "Oh My Lard". She had certificates for each child and spoke to the students and parents. We had 23 students in K-2. K-2 students decorated a cookie.

For the 3rd nine weeks we had 12 students in grades 3-5. Senator Angela Bryant's office donated the funds for the breakfast catered by "Waffle House". She was not able to attend the celebrations, but she sent certificates to be passed out. Board members Beverly Boyette and Velma Barnes came to celebrate with us. They helped pass out the certificates and spoke to the students and parents. We had 45 students in grades K-2. Students enjoyed an ice cream social.

Students were also given awards at the end of the year based on their performance. Parents were invited to celebrate their child's achievement.

4	10/16/16	Kindergarten teachers will organize a parent night for the kindergarten parents. This session will focus on "How to help your child at home with their homework."	Complete 01/26/2017	Wanda Renfrow	01/26/2017
<p><i>Notes:</i> Kindergarten parent night was a success. Parents of 22 students were in attendance. Students were invited with the parents. Teachers modeled the reading strategies and phoneme segmentation. Teachers also discussed the importance of sight words. Parents were very appreciative and found this workshop very useful. Way to go Kindergarten Teachers!!</p>					
5	10/16/16	Ms. Boseman will organize an informational night for the parents of 4th grade transitional students. Parents will get information about R2A, R3D, and their child's academic needs. They will also have an	Complete 03/08/2017	Miriam Boseman	03/17/2017

		opportunity to ask any question they might have about the curriculum.			
		<p><i>Notes:</i> We had our R2A night on March 2nd. Nine parents were invited and five of them attended the event. Ms. Boseman explained the mean of the reading retention label. Ms. Boseman shared the website for released RTA passages. She also shared reading and comprehensive strategies that she uses in the classroom. One of them is called UNRAVEL. One parents who was a Cuban American willingly translated the whole presentation. This came as a pleasant surprise to Ms. Boseman, and she was very thankful for this. Parents were very appreciative and wanted us to hold more events like this.</p>			
6	2/10/17	Third grade teachers will organize an informational night for third grade parents. Parents will get information about R2A, R3D, and their child's academic needs. They will also have an opportunity to ask any question they might have about the curriculum.	Complete 02/10/2017	Jillian Sherman	02/09/2017
		<p><i>Notes:</i> Third grade parent night was on Feb 2nd from 5:00 to 6:00pm. We had only nine parents show-up. However, it was a success. The parents that attended were very engaged. The SIT team gave suggestions to the third grade SIT rep about how to involve more parents.</p>			
7	3/31/17	School will organize Reading Night with the help of Barton-partnership. This Reading Night will focus on reading hands-on activities and games that parents can also do at home to help their child.	Complete 04/12/2017	Monika Sharma	04/05/2017
		<p><i>Notes:</i> On March 30, 2017 the school partnered with Barton College to provide a Reading Night to students and parents along with our report card pick-up. There was a huge turnout for this event. We had 161 families that attended the event and participated in the games that were provided. This event was very successful and the feedback from the parents was positive, requesting more events like this. Teachers made personal phone calls to parents inviting them out to the event, and several flyers were sent out to inform parents of the event in both English and Spanish. Multiple ConnectED calls were made, as well as announcements made morning and afternoon, to remind students and parents about the event.</p>			
8	8/2/17	The school will organize a curriculum night to inform parents about their child's grade level curriculum and it's expectations.		Monika Sharma	11/30/2017



Notes: