

Comprehensive Progress Report

Mission:

Learn Respect Excel

Vision:

Success for All

Goals:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 5.6 % in SY2021-22 to 27.8% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1

We will exceed Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 61% in Grades 3-5 in September 2021 to 68% in Grades 3-5 in September 2024. (Aligns to A4.06 and CMS Guardrail 3)

To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 40.2% in SY2021-22 to 31.6% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

We will increase our SWD subgroup performance grade from a F to a D or higher by 2024. (Aligns to D 1.02 and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

As of June 2023, we met our OSS disproportionality rate for Black students and reached 27.3% with a goal of 31.6% from 40.2%. For the upcoming 2023-24 school year, our goal is to lower our disproportionality rate for Black students to 23%. We did not meet our Panorama goals of Self Efficacy (62.5%), Self management (74%), and engagement (70%). In addition, 71% of students reported not feeling as though they had strong teacher student relationships. While we increased our students feeling supported from 82% to 88% we will continue to support our students in their emotional states as well as self-efficacy, self management, and engagement.

Successes related to this indicator include providing students with mindfulness lessons from counselors that teachers were able to sign up for as needed. The partnership with Family first therapy agency also provided some of the needed support for our families and scholars to prevent some of the recurring behaviors that led to some of the suspensions.

Challenges that we face and/or anticipate in meeting our 2023-2024 SIP goal include having new members of the student services team that do not have relationships with students. Other anticipated challenges would include the onboarding of new staff with the implementation of knowing when class needs whole group class guidance or needs to be referred for additional support.

Opportunities to address those challenges include implementing a whole class guidance lesson schedule and revising our core behavior matrix to include some of the self-efficacy and engagement focus. We will be intentionally creating systems for high expectations and engagement and providing support to all staff through PD throughout the 23-24 school year that we will measure using our panorama data. We will expect and inspect morning meetings to ensure they are happening with the use of caring schools curriculum and that our behavior matrix supports the implementation of positive reinforcement strategies.

Limited Development
09/15/2022

How it will look when fully met:	<p>School will have a comprehensive data analysis system that is used to determine instructional effectiveness among all subgroups and the teachers' implementation of adopted strategies used to improve instruction.</p> <p>School effectiveness decisions and implemented research based strategies will be made for the school based on student performance outcomes/educational observations.</p> <p>The implementation of data driven instruction and analysis of data, the school performance will increase to a C letter grade or high. School will EXCEED growth based on EVAAS data.</p>		Rhiannon Polite	06/15/2024
Actions		0 of 6 (0%)		
10/4/22	During opening weeks of school, ILT will complete frequent classroom walkthroughs to determine teachers in need of support with establishing a classroom culture aligned to our behavior matrix (SEL and OSS, Fam-S)		Rhiannon Polite	11/15/2023
<i>Notes:</i>				
8/3/23	A multidisciplinary team will create a new core behavior matrix and present to the entire staff during teacher workdays for feedback. (SEL and OSS, Fam-S)		Paul McCormick	02/28/2024
<i>Notes:</i>				
8/3/23	A team of teachers, school leaders, student support team, instructional support staff will attend training related to MTSS core behavior systems and collaborate to create core expectations for our teachers and students. (SEL and OSS, Fam-S)		Nathalie Thompson	06/07/2024
<i>Notes:</i>				
9/15/22	In order to teach behavioral expectations and support a positive classroom climate, teachers will use the Caring School curriculum and SEL slides to inform their morning meetings. (SEL)		Nathalie Thompson	06/12/2024
<i>Notes:</i>				
10/4/22	The MTSS Core Behavioral team will meet monthly to determine effectiveness of rubric and school expectations and strategies based on discipline data. In these meetings, team will determine the need for any changes or trainings based on current data. (SEL and OSS)		Nathalie Thompson	06/12/2024
<i>Notes:</i>				

9/15/22	Student support team, MTSS facilitator, BMT and classroom teacher will work together to create positive reinforcement strategies and additional teaching opportunities for students who are struggling to meet behavioral expectations in class by using interventions on the standard treatment protocol. (SEL and OSS)		Rhiannon Polite	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2023, we increased our CCR for 3rd grade Black & Hispanics by 3.3% from 5.6% to 8.9% and partially met our goal of 27.8%. We will continue to work to reach our goal of 50% by 2024. 50% of our 3rd grade students met their EOY MAP growth goals.</p> <p>Successes related to this indicator for the 2022-2023 school year include creating alignment of the instructional team for standards based instruction. In addition, we provided relevant PD to support the use of the adopted curriculum and created opportunities for teachers to conduct walkthroughs throughout the Southeast learning community. We also held common planning time for each grade level. "Take It Live" planning sessions provided staff the opportunity to internalize and model the lesson delivery expectation.</p> <p>Challenges we anticipate are being able to fill our vacancies for the upcoming school year as well as onboarding new staff with various levels of needs.</p> <p>An upcoming opportunity for this challenge would be implementing extension labs with fidelity for specific student needs and ensuring staff is supported in the alignment of instruction that needs to happen within each extension lab based on EOY 22-23 and BOY 23-24 data. We will continue to ensure that at least one administrator is present in all planning meetings to help provide support around the new implementation of extension labs for student needs based on data.</p>	Limited Development 08/16/2022		

<p>How it will look when fully met:</p>	<p>There is a certified, highly-qualified teacher in each K-5 classroom.</p> <p>All teachers (K-5) will be implementing the adopted curricula with fidelity and integrity. When this happens, classrooms will be text-rich environments. Classrooms will be student-centered and focused on students explaining their thinking, justifying their reasoning verbally and in writing, and students collaborating with peers.</p> <p>There are multiple, protected times throughout the week for PLCs to meet to collaborate, plan, and model instruction. Teachers will work together with their department colleagues to set challenging goals for their students, and teachers will measure progress towards these goals.</p> <p>Teachers will plan instruction that supports specific groups of students within their classrooms, and opportunities for differentiated tasks, activities, and instruction will be given for students within the class period. Small group instruction targeting specific students based on various data points will take place throughout the instructional block.</p> <p>Teachers receive ongoing, relevant PD to implement the curriculum. District and federal funding is aligned to providing teachers with opportunities to strengthen their instructional impact. Teachers will take learning from professional development and implement it within their classrooms for improved instructional outcomes. Teachers will share effective instructional practices with their peers and will take time in planning or staff meetings to model or view impactful instructional strategies.</p> <p>Students receive engaging, rigorous instruction school-wide. As a result, students will be able to share what they are learning in their classrooms. Students will be able to take information learned in previous units or grade levels and apply it to make instruction more rigorous or relevant.</p>		<p>Rhiannon Polite</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/16/22</p>	<p>ELA Teachers will create small group instructional plans based on data from prior years, BOY MAP data, DIBELS assessments (as applicable), and classroom assessments (3rd grade reading)</p>		<p>Jessica Sheaffer</p>	<p>02/28/2024</p>
<p>Notes:</p>				

8/16/22	Math teachers will create small group instructional plans based on data from prior school years, BOY MAP data, and classroom assessments (EVAAS)		Sheaffer and Coronado	02/28/2024
<i>Notes:</i>				
10/3/22	Principal and instructional leadership team will create, communicate, and monitor a clear vision for effective instructional practices that should occur during daily lessons (EVAAS, Fam-S)		Rhiannon Polite	06/15/2024
<i>Notes:</i> We discuss school improvement plan goals monthly during staff meetings. We communicate them through professional development, PLC, district walks and during our weekly staff communication. Staff feedback was requested around knowledge of school improvement goals and majority were able to respond accurately.				
10/3/22	Members of administrative team attend planning with facilitators and teachers to determine effectiveness and alignment of discussion and outcomes to expectations. Leadership team gives feedback to facilitator to increase effectiveness of planning meetings (EVAAS)		Rhiannon Polite	06/15/2024
<i>Notes:</i> Administrators are in some but not all planning meetings. We prioritize the meetings based on staff needs and support. Moving forward there will be a schedule created to rotate administrators to all meetings.				
10/3/22	During instructional leadership team meetings and weekly 1:1 meetings, members of the school's instructional leadership team walk classrooms and determine alignment of instruction to core actions: Standards alignment, rigor, and engagement (EVAAS)		Rhiannon Polite	06/15/2024
<i>Notes:</i> Core action walks take place twice per month on Thursday mornings during ILT.				

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	

<p>Initial Assessment:</p>	<p>As of September 2023, our official EVAAS growth data from the 2022-2023 school year indicates that Lebanon Road Elementary met growth with a growth index of -1.63. Reading met growth with an index of -0.11 and Math met growth with an index of -1.79. Some additional school data points that show evidence of student growth are 14% growth on Dibels Composite from 28% to 42% and 66% of our 2nd graders at or above with 26% growth with 31% of our 2nd graders being above grade level at EOY in Dibels.</p> <p>A success related to this indicator includes our use of Orton Gillingham trained staff to support students with Orton skills.</p> <p>Challenges that we face and/or anticipate in meeting our 2023-2024 SIP target are staffing attendance that prevents us from being able to meet student needs because we do not have adequately trained staff present. Another challenge that we anticipate is not having both the MTSS Facilitator and Interventionist position as we were previously able to provide multiple grade levels with support from both simultaneously.</p> <p>Opportunities to address those challenges include training some of our TA's with skills to support skills block work for students while students are meeting with teachers at teacher table and implementing the extensions labs during literacy small group instruction to have smaller class sizes for classroom teachers to provide intentional instruction based on student data/needs and support this with our ILT aligned walkthroughs. Another opportunity is to track students' progress and include intervention data based on where students enter the year in 3rd grade and provide 100% of the students with MTSS interventions or targeted instruction through our extension labs we will implement in the 23-24 school year.</p>	<p>Limited Development 08/16/2022</p>		
<p>How it will look when fully met:</p>	<p>In full implementation:</p> <ul style="list-style-type: none"> School has an MTSS leadership team for behavior and academics. When the team meets, teachers are able to share progress of students towards their individual goals as well as concerns. School will have a process to address additional concerns and will be able to include students' family in the conversation. School is using Data Decision Rules to identify students who are in need of Tier 2 and Tier 3 support 		<p>Nathalie Thompson</p>	<p>06/15/2024</p>

- Students are grouped based on similar data
- Interventions from the Standard Treatment Protocol will be used, and matched based on need, to support students in furthering their progress towards grade level standards and goals.
- Due to targeted, supportive interventions, the percentage of students needing Tier 2 and Tier 3 support decreases to be more aligned to the 80/15/5 model.
- Time is specifically allocated for students to receive support during the school day
- Master schedule reflects MTSS process
- Teachers are strategically matched with student intervention groups based on training and prior results
- MTSS facilitator will strategically group and schedule students so that additional services such as MLL, EC, and TD complement what is being done during the MTSS block to ensure students have an aligned instructional experience.
- Teacher has appropriate materials, and training, to implement interventions. During MTSS time, classes on grade levels look distinctly different as teachers are using differentiated materials to meet to the needs of the individual students within their classrooms. Students are able to share what they are working on and the progress they have made toward their goals.
- School staffing plan allows for individuals to spend their time creating structures for MTSS, ensuring fidelity of implementation across the school, and ensuring teachers have time to monitor the progress of students
- School will have and utilize a process for adjusting interventions based on review of student data. Changes in student schedules will be communicated to families and students (as appropriate) to ensure a clear line of communication and support between school and home.

Actions		0 of 5 (0%)		
8/16/22	Our MTSS facilitator will support implementation of interventions aligned with the Standard Treatment Protocol (EVAAS, Fam-S)		Nathalie Thompson	02/28/2024
<i>Notes:</i>				
3/9/23	Host a “State of the school meeting” during staff meeting in April where teams share out their goals from full-day planning, this allows us to see the progress of each grade level and how it has been supported schoolwide. (EVAAS, FAM-S)		Latoya Roberts	05/01/2024

<i>Notes:</i>								
	8/3/23	All students will receive small group instruction supported by the use of an extension center staffed with instructional specialist (hired using Title 1 funding) and instructional support staff. (EVAAS, 3rd Grade ELA, Fam-S)				Rhiannon Polite	06/07/2024	
<i>Notes:</i>								
	9/5/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) leverage the teacher leader pathway program utilizing title 1 funds to increase access to highly effective teachers and coaches to increase overall performance of students with disabilities. (EVAAS, FAM-S)				Rhiannon Polite	06/07/2024	
<i>Notes:</i>								
	3/6/23	To support delivery of rigorous, grade-level instruction, facilitators will model in Take It Live at least twice a month and then check for understanding with teachers. (EVAAS, FAM-S)				Rhiannon Polite	06/07/2024	
<i>Notes:</i>								
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)			Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2023, we met our OSS disproportionality rate for Black students and reached 27.3% with a goal of 31.6% from 40.2%. For the upcoming 2023-24 school year, our goal is to lower our disproportionality rate for Black students to 23%. We did not meet our Panorama goals of Self Efficacy (62.5%), Self management (74%), and engagement (70%). 71% of students reported not feeling as though they had strong teacher student relationships, however we increased our students feeling supported from 82% to 88%. In addition, our chronic absenteeism decreased 13.15% from 41.68% in 2021-2022 to 28.53% in 2022-2023.

Successes related to this indicator include providing students with mindfulness lessons from counselors that teachers were able to sign up for as needed. The partnership with Family First therapy agency also provided some of the needed support for our families and scholars to prevent some of the recurring behaviors that led to suspensions. We also did monthly atten-DANCE parties to celebrate our classes with 100% attendance for the month. We included some quarterly incentives as well that included rewards for staff for encouraging schoolwide student attendance throughout the quarter and engaging with the celebrations during our quick atten-DANCE celebrations.

Challenges that we face and/or anticipate in meeting our 2023-2024 SIP goal include having new members of the student services team that do not have relationships with students. Other anticipated challenges would include the onboarding of new staff with the implementation of knowing when class needs whole group class guidance or needs to be referred for additional support.

Opportunities to address those challenges include implementing a whole class guidance lesson schedule and revising our core behavior matrix to include some of the self-efficacy and engagement focus. We will also engage upcoming staff in helping to create new incentives for attendance.

Limited Development
09/13/2022

How it will look when fully met:		<p>We would see a decline in student misbehaviors in the classroom.</p> <p>Teachers would share that they are equipped to manage student behaviors.</p> <p>We would see an increase in students' self-efficacy, emotional regulation, and challenging feelings scores on the Panorama screener.</p> <p>This would also lead to a decrease in behavior referrals and a decrease in suspensions from the 2021-2022 school year.</p> <p>We would see an increase in students receiving Tier 2 and Tier 3 behavior support plans in order to meet the needs of students in need.</p>		Nathalie Thompson	06/15/2024
Actions			0 of 4 (0%)		
9/14/22	School counselors will be teaching guidance lessons quarterly for each class. The lessons will focus on emotional regulation, conflict resolution, and other needs from the Panorama screener. Action (SEL, Fam-S)			Nathalie Thompson	02/28/2024
<i>Notes:</i>					
9/14/22	School Social Worker is hosting an attendance group to support students with learning how to grow at school: grades, relationships, and self-advocacy Action: (ALL, Fam-S)			Nathalie Thompson	06/07/2024
<i>Notes:</i> Group meets on Thursday. There are 25 total students the social worker works with. Group continued through 1/25/2023 as a result of the group this year having drastically improved attendance, including students with perfect attendance!					
10/4/22	School will utilize capturing kids hearts to support adults in professional development around building relationships in order to strengthen teacher efficacy. Action: (SEL, OSS, EVAAS, Fam-S)			Nathalie Thompson	06/07/2024
<i>Notes:</i>					
8/3/23	Execute a three tiered Attendance Plan to decrease our number of chronically absent students to 20%. (SEL, OSS) Attendance Plan: https://docs.google.com/document/d/1RUocVZgLYFImnkXbPpMCObj6S4Vkr2GRa8Kr1HWgNA/edit?usp=sharing			Rhiannon Polite	06/07/2024
<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

Initial Assessment:

As of September 2023, we have partially met our goal aligned to this indicator. According to the Spring 2023 Panorama survey, 53% of our students feel they are able to succeed in their academic achievement outcomes.

Success for this indicator includes preparing Pre-K, K and 5th grade students with transition nights such as middle school meeting with counselors and then beginners night for Pre-K and Kindergarten students. In addition, we offered full day planning opportunities during the 2nd semester to help with unpacking standards and aligning grade level goals based on current mid-year data.

Challenges we anticipate are not getting as many families involved in the course selections for middle school students and ensuring that we get more families to attend our beginners night.

Opportunities to address these challenges include creating additional communication for these events. In addition, we will wait to schedule our rising up 6th grade event until after we have class placement cards, thus providing an opportunity to offer in person support and to answer questions.

Limited Development
10/03/2022

<p>How it will look when fully met:</p>	<p>Grade level planning includes unpacking current grade level standards, but also building upon prior knowledge learned in previous years and foreseeing levels of complexity in upper grades. Content facilitators and teachers seek vertical planning opportunities when creating the master calendar and professional development days.</p> <p>School counselors work in collaboration with feeder schools to ensure smooth transition in registering fifth grade students for middle school. The leadership team of feeder schools are given an opportunity to present information to rising 6th grade students while in elementary.</p> <p>The kindergarten team, school administration, nurse, social worker, and counselors collaborate to prepare families of kindergarten for success during the first days of school. Data identifies students early learning experiences before kindergarten would be used to help foster their growth and achievement.</p> <p>Teachers, school administration, and facilitators collaborate to prepare students and families for the upcoming school year overview and expectations. Families and students are allowed to attend a moving up night where they are provided an overview of the next grade level which will provide more opportunities to help guide summer learning and help to eliminate summer learning loss.</p>		<p>Latoya Roberts</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/3/23</p>	<p>During planning we will review vertical alignment of standards to support our students ongoing learning. (EVAAS, Fam-S)</p>		<p>Sheaffer and Coronado</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>Upcoming kindergarten families are invited to Beginner's Night. Information is sent to our local daycares, CMS pre-school and letters to our current students. (SEL)</p>		<p>Jessica Sheaffer</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>Registration and transition events will be planned for 5th graders moving into middle school. (SEL)</p>		<p>Paul McCormick</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>Lebanon Road school counselors will provide placement card information to our feeder school counselors to help with building class schedules for all rising 6th grade students. (SEL)</p>		<p>Stacia Copelin</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2023, we have partially met our goal aligned to this indicator. According to the Spring 2023 Insight survey, 67% of the staff at Lebanon indicate they receive enough feedback and 59% indicate that feedback given improves student outcomes. We increased our CCR for 3rd grade Black & Hispanics by 3.3% from 5.6% to 8.9% but will continue to work to reach our goal of 50% by 2024.

One success for this indicator is creating alignment of the instructional team for standards based instruction during uninterrupted ILT meetings weekly. Instructional leadership team members have a weekly coaching session with the principal where they are able to discuss practices and receive support for implementation of new initiatives or teacher support. The assistant principal aligns the work from ILT to provide scaffolded support to Beginning teachers. Another success with this indicator is that the principal creates opportunities for shared leadership across departments. We provided relevant PD to support the use of the adopted curriculum and created opportunities for teachers to conduct walkthroughs throughout the Southeast learning community.

Challenges we anticipate would include being unable to fill vacancies which leads to members of ILT having to support in core instruction.

Opportunities for addressing this include that we began our hiring as soon as the window for Title 1 schools opened but have remained consistent with communication with potential candidates in an effort to fill all vacancies prior to the 23-24 school year beginning. We were also strategic in promoting leadership from within by creating teacher leader pathway opportunities for staff that are eligible to apply. We will continue to conduct ILT weekly meetings and use some of the time to provide consistent feedback during walkthroughs while ensuring that our meeting agendas reflect the most impactful instructional priorities weekly.

Limited Development
09/15/2022

<p>How it will look when fully met:</p>	<p>The instructional leadership team will be the model PLC in the building. Meetings are lead with outcome-oriented agendas. Meetings consistently have 100% of members in attendance who are fully focused on collaborative planning and problem solving. The voice of every member will be heard and supported equally. The focus on the work of the instructional leadership team will be classroom instruction and student outcomes. As a result of participating in these meetings, facilitators will be able to replicate this level of meeting efficacy and purpose into their weekly planning sessions with PLCs.</p> <p>The instructional leadership team will regularly review school-wide data. There will be opportunities for data to be analyzed in-house as well as through the support of the DUSI team. The team will reflect on patterns noticed school wide that may lead to trends. As a result of data trends, the team will put support plans in place to help teams or students who need more assistance based on data that is not trending to meet goals. At the end of the two year cycle, school-wide data will show that our practices are working by meeting or exceeding EVAAS growth.</p> <p>As a result of the work of the instructional leadership team, facilitators and instructional leaders will be clear on the mission and expectations of the school. Our instructional expectations will be clear and aligned to our goals. The instructional leaders will be able to share this information with teachers and support teachers in implementing practices to reach goals. Teachers will be confident and effective in their practices in the classroom due to consistent, feedback and support.</p>		<p>Rhiannon Polite</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>3/6/23</p>	<p>Schedule and execute intentional walkthroughs for ILT members to observe instruction when SMART goals from full-day planning are being implemented. (3rd Grade Reading and EVAAS)</p>		<p>Rhiannon Polite</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/15/22</p>	<p>In order to have a cycle of continuous improvement, the principal meets weekly 1:1 with ILT members for coaching, support, and goal-setting related to grade or content level goals (EVAAS, FAM-S)</p>		<p>Rhiannon Polite</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

9/15/22	ILT meetings are held weekly for 2.5 hours. The meetings are for members of the admin team and instructional leaders in math, reading, and MTSS. The work and topics align to our school goals in alignment with district goals and guardrails (3rd grade reading and EVAAS)		Rhiannon Polite	06/07/2024
<i>Notes:</i> Meetings occur Thursday mornings from 8:00-10:30.				
10/4/22	Principal creates opportunities for shared leadership across departments and MTSS needs through facilitator led-planning and facilitator support of teachers through coaching caseloads. (EVAAS)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2023, we have partially met our goal aligned to this indicator. Based on Spring 2023 insight survey data, 78% of the staff at Lebanon indicate having access to materials that allow them to assess their students' understanding of learning goals, while 70% of the staff at Lebanon collaborate weekly with leaders and staff at the school to improve instructional plans based on student responses. Our DIBELS composite overall growth was 24% from 36% to 60% of students K-3 at or above grade level. In addition, we increased our CCR for 3rd grade Black & Hispanics by 3.3% from 5.6% to 8.9% but will continue to work to reach our goal of 50% by 2024.

Success for this indicator includes staff receiving common planning time and duty free lunch to support the work. The assistant principal and facilitators provide scaffolded support to BT during monthly meetings and mentor check-ins so that BT have additional support outside of specific planning times to get clarification as needed. Another success for this indicator is teachers work with facilitators and are encouraged to utilize take it live as a way to internalize and model the lesson delivery expectation.

Challenges we anticipate would include staffing issues with filling vacancies and staff attendance.

Opportunities for addressing the challenge include being strategic in the planning of replacing staff and rewarding staff that were considered highly effective according to EVAAS 21-22 school year by encouraging them to apply for teacher leader pathway positions for the upcoming 23-24 school year. We will continue to recruit staff and onboard new staff so they are able to be supported in helping the school reach the SIP goals aligned by making sure our BTSP program is outlined using our SIP goals. In addition, we will make sure our planning agendas emphasize important information including learning targets for staff. We will work to provide staff with more support in implementing small group instruction by focusing on differentiation through extension centers. Finally, we will continue to encourage staff to ask questions during our consistent planning to have clarity before modeling lessons during take it live.

Limited Development
09/15/2022

<p>How it will look when fully met:</p>	<p>Teachers will report out that planning time is used effectively and supports their practice. This will include the use of agendas and minutes to assure teams are able to stay on task and record important decisions, agreements, and learning from PLC meetings.</p> <p>Teachers will collaborate, ask questions of one another, and use information from PLCs to inform their instructional practice. Teachers will view one another as instructional experts that they can turn to for support and advice.</p> <p>Teachers will incorporate practices that other teachers have found successful as a result of PLC modeling and opportunities to visit successful classrooms within the building.</p> <p>Teachers will share successes that have come as a result from the work of the PLC.</p> <p>Teachers will work with facilitators to create a continuous cycle of improvement that supports teachers in improving student outcomes throughout the school year. As a result of this work, the school will watch class proficiency levels on MAP rise across the school from BOY to MOY and MOY to EOY.</p>		<p>Rhiannon Polite</p>	<p>06/15/2024</p>
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Actions		0 of 3 (0%)		
9/15/22	Teachers meet weekly with their facilitator to discuss curriculum and instructional practices. (3rd grade reading and EVAAS, Fam-S)		Sheaffer and Coronado	02/28/2024
<i>Notes:</i>				
9/15/22	Teachers meet with their PLCs on Fridays to model high-leverage practices and receive feedback to ensure instructional delivery is rigorous, student-centered, and engaging (EVAAS and SEL)		Sheaffer and Coronado	02/28/2024
<i>Notes:</i>				
8/3/23	The instructional planning time will follow an agenda that focuses on unpacking standards and a review of student to support instruction. (3rd grade reading and EVAAS, Fam-S)		Sheaffer and Coronado	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2023, we have partially met our goal aligned to this indicator. We increased our CCR for 3rd grade Black & Hispanics by 3.3% from 5.6% to 8.9% and partially met our goal of 27.8%. We will continue to work to reach our goal of 50% by 2024. Our MAP growth EOY projection was 50% in Reading for 3rd grade students. According to the 2023 Spring Insight Survey, 56% of staff indicate receiving feedback with specific actions to help improve teaching practices.

Successes aligned to this indicator include common planning time. “Take It Live” planning sessions provided staff the opportunity to internalize and model the lesson delivery expectation. In addition, the principal and instructional team monitored instruction regularly to provide feedback in a timely manner.

Challenges we anticipate include staffing attendance issues which do not support every teacher the same if someone is absent. According to the 2023 Spring Insight Survey, another challenge is staff reporting less than 50% of the time receiving support to implement changes from feedback or having someone to model suggestions.

Opportunities to address these challenges include creating a plan to improve staff attendance so they are present for walkthroughs and then using data to help us increase our CCR for students. An additional opportunity would include offering follow up walkthroughs to check for specific feedback implementation. In addition to these, we could offer to use a take-it-live or PLC planning session to model some of the suggested feedback so all teachers have the benefit of seeing the model.

Limited Development
08/30/2022

<p>How it will look when fully met:</p>	<p>Teachers receive, expect, and enact regular feedback on their instructional practices. Teachers feel confident delivering instruction and are willing to model strong instructional practices to their peers either in team planning meetings or school-based PD.</p> <p>The instructional leadership team is aligned so that feedback from one member of the team reflects team vision, goals, and school-wide instructional expectations. Teachers do not feel overwhelmed by feedback because it is aligned with the school-wide goals.</p> <p>Teachers are creating lesson plans that are aligned with district curriculum. Lesson plans are engaging and reflect the diverse needs of the students within classrooms. Lessons are regularly reviewed by school-based curriculum specialists to ensure alignment with school goals. Time in instructional leadership team meetings will regularly be devoted to offering constructive, actionable feedback on lesson plans.</p> <p>Facilitators have time during their weekly schedules that is dedicated to instructional feedback and coaching.</p> <p>There is an emphasis and implementation on small group instruction to ensure that the curriculum meets the children where they currently are.</p> <p>Coaches, facilitators, and admin team members are regularly observing classrooms and giving timely feedback that is bite-sized and actionable.</p>		<p>Rhiannon Polite</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/13/22</p>	<p>Members of instructional leadership team have a coaching caseload of teachers whom they meet with regularly to deliver feedback and support regarding instructional practices. Teachers and coaching caseload are determined based on alignment with five turnaround competencies from Public Impact (EVAAS, Fam-S)</p>		<p>Rhiannon Polite</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/13/22</p>	<p>Facilitators will analyze student data from multiple data points, and use the information to inform small group instructional needs and practices for literacy and math instruction. (EVAAS and 3rd grade, Fam-S)</p>		<p>Rhiannon Polite</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>Information learned at RELAY sessions will be presented and explained to ILT members who were not able to attend in order to strengthen the quality of instructional feedback given school-wide. (EVAAS)</p>		<p>Rhiannon Polite</p>	<p>06/07/2024</p>

<i>Notes:</i>				
9/19/23	The Principal will monitor the implementation and effectiveness of FAM-S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. (Fam-S)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				
9/13/22	Members of the instructional leadership team observe PLC weekly and provide feedback to facilitators to improve the outcome (EVAAS and 3rd grade, Fam-S)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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

Initial Assessment:

As of June 2023, we have partially met our goal aligned to this indicator. We created alignment of the instructional team for standards based instruction and increased our CCR for 3rd grade Black & Hispanics by 3.3% from 5.6% to 8.9% but will continue to work to reach our goal of 50% by 2024. Our MAP growth EOY projection was 50% in Reading for 3rd grade students.

Successes aligned to this indicator include regularly meeting as an ILT to look at our school data and identify areas of focus. We provided this information to our school improvement team monthly to get feedback and provide resources. We implemented the use of monthly newsletters to help make the connection between school and home so families could help support the work we needed to focus on. We shared our 6 week learning plans from each grade level with our school improvement team and during one of our staff meetings to get complete buy-in from special areas and support staff. We provided relevant PD to support the use of the adopted curriculum and created opportunities for teachers to conduct walkthroughs throughout the Southeast learning community.

Challenges we anticipate include staffing vacancies and onboarding a large number of new staff during the upcoming year and knowing the levels of support needed.

In the upcoming school year, opportunities to address these challenges include continuing to review our data monthly as an ILT but also with our SIT to ensure it aligns to the learning communications being shared for support at home. We will need to identify the needs of our staff and then work to create PD opportunities that support the needs of our new staff. We will continue to provide learning walks for our staff and work to align PD within the district to the needs of our staff. We have also connected with our DUSI team for support around our data and the focus of needs based upon data.

Limited Development
09/15/2022

How it will look when fully met:	<p>School will have a comprehensive data analysis system that is used to determine instructional effectiveness among all subgroups and the teachers' implementation of adopted strategies used to improve instruction.</p> <p>School effectiveness decisions and implemented research based strategies will be made for the school based on student performance outcomes/educational observations.</p> <p>The implementation of data driven instruction and analysis of data, the school performance will increase to a C letter grade or high. School will EXCEED growth based on EVAAS data.</p>		Rhiannon Polite	06/15/2024
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Actions		0 of 4 (0%)		
10/4/22	Work directly with the CMS DUSI team to better disaggregate the current state of the school using up-to-date data (EVAAS)		Latoya Roberts	02/28/2024
<i>Notes:</i>				
8/3/23	In addition to meeting with the DUSI team and analyzing school-wide data, the ILT will work with teams to create smart goals to improve student outcomes regularly. (EVAAS, Fam-S)		Rhiannon Polite	02/28/2024
<i>Notes:</i>				
9/15/22	Following math and literacy assessments, teachers create specific, actionable plans for small or whole group instruction based on student performance (EVAAS, Fam-S)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				
9/15/22	Following 5th grade science assessments, teachers create specific, actionable plans for small or whole group instruction based on student performance (EVAAS)		Paul McCormick	06/07/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity					
Effective Practice:	Talent recruitment and retention					
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

As of September 2023, we have partially met our goal aligned to this indicator. Based on insight survey data, 46% of our staff indicate they are recognized for their accomplishments publicly while 12% of the staff indicate that they are in charge of something important.

Success for this indicator includes the assistant principal providing support and monthly incentives to new staff (BT) and mentors to help with rewarding staff. Staff was provided common planning time and encouraged to utilize take it live as a way to internalize and model the lesson delivery expectation. Challenges we anticipate include filling vacancies and onboarding new staff.

Opportunities to address the challenges include encouraging effective staff (according to EVAAS 21-22 data) to apply for teacher leader pathway positions for the upcoming 23-24 school year. We will also develop additional leadership opportunities by creating teacher-led committees that support our SIP goals. We will continue to recruit staff and onboard new staff so they are able to be supported in helping the school reach our SIP goals. Another opportunity is making sure that the staff handbook aligns to the SIP and it includes all aspects to prevent misunderstanding or mis-communication.

Limited Development
09/15/2022

<p>How it will look when fully met:</p>	<p>School will be fully-staffed with highly qualified teachers who desire to return to the school for the following year.</p> <p>Evaluators will use multiple data points to determine teacher effectiveness, and they will be trained in how to give feedback effectively to teachers. Teachers will be evaluated multiple times per year, formally, and will also receive formative feedback, at least monthly from their instructional leadership team.</p> <p>Teachers will be evaluated by multiple members of the admin team to ensure feedback from others as well as to provide opportunities for consistency of feedback from the administrators.</p> <p>Teachers will report that they feel supported at work through feedback on their Insight surveys.</p> <p>Turnover of effective teachers (based on EVAAS) will be low. Teachers who are considered highly effective will be granted opportunities to lead, supported in applying for promotions, and encouraged to explore the teacher leader pathway.</p>		<p>Rhiannon Polite</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/15/22</p>	<p>During first round observation pre-conferences, teacher will have an opportunity to reflect on previous effectiveness (EVAAS data) and current student performance from MAP. This information will support teachers in creating goals and actions aligned to intentionally meeting student needs through instructional delivery. (EVAAS and 3rd grade)</p>		<p>Rhiannon Polite</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>School leadership will support teachers applying for teacher leader pathway positions through coaching and interview preparation (EVAAS)</p>		<p>Rhiannon Polite</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/15/22</p>	<p>Administrative team will complete evaluations of staff in alignment with state and district expectations in the timelines requested. Administrative team will work together at the beginning of the year to calibrate on feedback and ratings expectations to ensure fidelity of the instrument's use across the school. (EVAAS)</p>		<p>Rhiannon Polite</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>9/15/22</p>	<p>Staff vacancies will be posted promptly and regularly monitored for viable candidates to ensure students have access to certified teachers (EVAAS)</p>		<p>Rhiannon Polite</p>	<p>06/07/2024</p>

Notes:

9/15/22 School will continue to utilize budget to recruit specialized, highly effective teachers to the school in order to ensure that students have access to teachers with a track record of success (EVAAS and 3rd grade)

Rhiannon Polite

06/07/2024

Notes:

Core Function:

Dimension D - Planning and Operational Effectiveness

Effective Practice:

Resource Allocation

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>As of September 2023, we have partially met our goal aligned to this indicator. We created alignment of the instructional team for standards based instruction and increased our CCR for 3rd grade Black & Hispanics by 3.3% from 5.6% to 8.9%. Our MAP growth EOY projection was 50% in Reading for 3rd grade students.</p> <p>Successes aligned to this indicator include providing relevant PD to support the use of the adopted curriculum and creating opportunities for teachers to conduct walkthroughs throughout the Southeast learning community.</p> <p>Challenges we anticipate around human resources include having a new staff and having to revisit schools within the learning community to provide the same support for incoming staff that we did for staff the previous year. Another anticipated challenge around instruction and training is providing scaffolded support for the adopted curriculums based on the staff experience levels with the curriculum.</p> <p>Opportunities to address this challenge include having facilitators support multiple content areas with a lower number of staff which will provide more intentional support with different experience levels. Another opportunity would be to ask new staff which opportunities they have had so we can complete a ranking to support the various needs of new staff with curriculum. We were also strategic in promoting leadership from within by creating teacher leader pathway opportunities for staff that are eligible to apply.</p>	Limited Development 09/05/2023		

How it will look when fully met:	Having staff to engage with the professional development and utilizing strategies learned from the opportunities to impact student learning outcomes. Members of ILT being able to support staff with specific instructional needs using the RELAY framework. Leveraging the the Teacher Leader Pathway program via Title 1 funds so that teachers and students will have access to highly effective teachers and coaches to work collaboratively to increase student success. These opportunities will enable us to achieve our goals of 50% CCR in Reading and exceeding EVAAS growth.		Rhiannon Polite	06/15/2024
Actions		0 of 2 (0%)		
	9/5/23 Within the 2023-24 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by leveraging the teacher leader pathway program via title 1 funds to increase for all students to highly effective teachers and coaches. (EVAAS, 3rd grade Reading, Title 1 funds)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				
	9/6/23 Engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices. (EVAAS)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>As of September 2023, we have partially met our goal aligned to this indicator. Based on parent feedback shared, parents appreciated the increase in communication this school year and requested for us to continue with consistent communication in the upcoming school year. As of June 2023, school communication was consistent with a weekly principal message to parents on Fridays. Staff communicated regularly with families using Talking points.</p> <p>Success from this included Parents responding well to our family nights, curriculum night and EOG night with great attendance.</p> <p>A challenge we anticipate is ensuring that each grade level is consistent and clear with communication around what children are learning.</p> <p>Opportunities to address this challenge will include requiring each grade level to create a monthly newsletter that would be shared with families on the first Friday of each month. It will be communicated via ParentSquare and administrators will be able to confirm that parents are being provided the information. An additional opportunity includes increasing positive communication with families. In order to foster relationships, it is important to highlight how students engage in the work. In addition, based on parent feedback, we will provide models for parents of the expected learning outcomes. We will continue ensuring the school is providing clear communication and that expectations are communicated clearly to families, staff and students.</p>	Limited Development 09/13/2022		
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<p>How it will look when fully met:</p>	<p>Parents are consistently engaged in their child's academic expectations and progress. Parents will attend school-based curriculum events such as curriculum night, EL nights, EOG nights to learn more about their child's education.</p> <p>All teachers consistently communicate with parents about all students' progress aligned to grade level standards and end of grade expectations. This includes providing families with resources they can use to support their child's learning.</p> <p>The school will use clear communication regarding schedules, assignments, and learning tools to support parents. This will happen through phone calls, social media, and email.</p> <p>School has clear, consistent expectations for each child that can be verbalized by students, teachers, and families.</p> <p>The school will continue to utilize the student support team: counselors, social workers, and family advocate, to provide resources for families to allow them to connect with the school. These resources are things like: positive parenting workshops, attendance workshops and meetings, home visits to provide resources, and opportunities for tutoring and counseling as needed.</p> <p>The school will continue to use Title I funding to provide materials for parents to support their students with kindergarten readiness including games involving number recognition and supports for building knowledge of the alphabet.</p>		<p>Rhiannon Polite</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/13/22</p>	<p>The school will offer a Curriculum Night as required. This event will support parents with learning about the content of their child's grade. Teachers will share strategies parents can use at home to support their students' learning (EVAAS, Fam-S)</p>		<p>Rhiannon Polite</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/13/22</p>	<p>Partner with the PTA to offer family-friendly activities to our community that engage parents with the school and bridge the gap between home and school. (EVAAS)</p>		<p>Rhiannon Polite</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

9/14/22	Social worker and family advocate complete home visits for families who have frequent or chronic absences. Social worker and family advocate share with families the impact that chronic absences have on student performance in the short and long term (EVAAS and SEL, Fam-S)		Rhiannon Polite	06/07/2024
<i>Notes:</i>				
8/3/23	The school will use ParentSquare to communicate and share information with families as it relates to supporting students growth and school events. (EVAAS and SEL)		Latoya Roberts	06/07/2024
<i>Notes:</i>				