

## Comprehensive Progress Report

**Mission:**

We will provide an environment where children's academic, social, and emotional needs are met, challenged, and celebrated.

**Vision:**

The Antioch staff will establish personal connections with students in order to assess their social and emotional needs. Ongoing assessment data will be used to determine their academic abilities. We will focus on developing globally aware, responsible citizens with the ability to work collaboratively. Instruction will reflect students' individual needs through the use of readers and writers workshop, integration of technology, small group instruction, with a focus on developing problem solving and critical thinking skills.

**Goals:**

AES students (grades K-2) will increase reading proficiency from 80% (2017-2018) to at least 85% (2018-2019), while meeting or exceeding projected percentiles for growth as measured by the mClass Assessment.

AES students (3-5) will increase reading proficiency from 85% (2017-2018) to at least 88% (2018-2019) while meeting or exceeding projected percentiles or growth as measured on by the NC Reading EOG.

AES students (Grades 3-5) will increase math proficiency from 87% (2017-2018) to at least 90% (2018-2019) while meeting or exceeding projected percentiles for growth as measured by NC Math EOG.

AES 5th grade students will maintain science proficiency of 95% on the NC Science EOG. (99.3% - 2017-2018).



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
	<b>A1.04</b>	<b>ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers will develop grade level standards related to progress monitoring.	Limited Development 06/16/2019		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Teachers will collect and analyze progress monitoring data.	<b>Objective Met 04/29/20</b>	<b>Erica Benavides</b>	<b>04/15/2020</b>
<b>Actions</b>					
	8/20/19	Observe colleagues to gain insights on differentiation and assessments procedures.	Complete 01/22/2020	Erica Benavides	12/15/2019
	<i>Notes:</i>				
	8/20/19	Ongoing progress monitor students using formative assessments.	Complete 01/22/2020	Erica Benavides	12/15/2019
	<i>Notes:</i>				
	8/20/19	Review data, make instructional adjustments after pre, and post assessment during PLC meeting. (Fluid small groups)	Complete 01/22/2020	Erica Benavides	12/15/2019
	<i>Notes:</i>				
	8/20/19	Staff will continue to grow attending PD opportunities or trainings related to using assessment data to drive instruction.	Complete 04/29/2020	Erica Benavides	04/29/2020
	<i>Notes:</i>				
<b>Implementation:</b>			04/29/2020		
<b>Evidence</b>		4/29/2020			
<b>Experience</b>		4/29/2020			
<b>Sustainability</b>		4/29/2020			

		<b>A1.05</b>	<b>ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Staff is developing standardized ways to respond to pretest data.		Limited Development 06/16/2019		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Each grade level will collect data related to pretest and strategies to acheive student growth.		<b>Objective Met 03/25/20</b>	<b>Erica Benavides</b>	<b>04/15/2020</b>
<b>Actions</b>						
	8/20/19	Analyze the pre-assessment data to determine the baseline.		Complete 02/19/2020	Erica Benavides	04/15/2020
		<i>Notes:</i>				
	8/20/19	Design instruction to provide enhanced learning opportunities for students		Complete 03/24/2020	Erica Benavides	04/15/2020
		<i>Notes:</i>				
	8/20/19	Implement different learning opportunities to enhance student's growth.		Complete 03/24/2020	Erica Benavides	04/15/2020
		<i>Notes:</i>				
	8/20/19	Use post data to calculate each student's growth and identify intervention or enrichment opportunities.		Complete 02/19/2020	Erica Benavides	04/15/2020
		<i>Notes:</i>				
<b>Implementation:</b>				03/25/2020		
	<b>Evidence</b>	3/25/2020				
	<b>Experience</b>	3/25/2020				
	<b>Sustainability</b>	3/25/2020				

	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are working diligently to provide instructional content in multiple modalities for whole class, small group and independent student work.	Limited Development 11/10/2020		
<i>How it will look when fully met:</i>		Our staff will utilize a variety of computer-based platforms to ensure that student needs are met during whole class, small group and independent work.		Erica Benavides	04/28/2021
<b>Actions</b>			<b>0 of 4 (0%)</b>		
11/10/20		Teachers provide whole class instruction in Mini-lessons starting with I do (teacher models), then We do (students and teacher together).		Erica Benavides	04/21/2021
<i>Notes:</i>					
11/10/20		Utilize small groups to meet the needs of our diverse learners both in person and virtually.		Erica Benavides	04/21/2021
<i>Notes:</i>					
11/10/20		Students are provided work (You Do) to practice and show proficiency in skills and knowledge learned.		Erica Benavides	04/21/2021
<i>Notes:</i>					
11/10/20		Teachers use Canvas to deliver enriched virtual content and resources to reach students' differentiated strengths and weaknesses.		Erica Benavides	04/21/2021
<i>Notes:</i>					

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			The school will reflect on current practices and implement school wide routines and procedures to address this indicator.	Limited Development 06/16/2019		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			Students throughout the building will have a common understanding of routines and procedures. Rules will be implemented and enforced identically regardless of teacher or grade.	<b>Objective Met 03/24/20</b>	<b>Lauren White</b>	<b>04/15/2020</b>
<b>Actions</b>						
	8/20/19		Create and distribute a school survey to assess needs of rules & behavior materials.	Complete 08/30/2019	Lauren White	08/30/2019
			<i>Notes:</i>			
	8/20/19		Create posters of Agreements & Routines.	Complete 08/30/2019	Lauren White	08/30/2019
			<i>Notes:</i>			
	8/20/19		Staff members will receive and display Chompers Chants chart, Gator Rules poster, and Agreements & Routines book.	Complete 09/06/2019	Lauren White	09/06/2019
			<i>Notes:</i>			
	8/20/19		Create students survey to verify teacher has explicitly teach the rules.	Complete 09/13/2019	Lauren White	09/13/2019
			<i>Notes:</i>			
	8/20/19		Grade level assemblies to reinforce rules & procedures.	Complete 09/03/2019	Tom Childers	09/27/2019
			<i>Notes:</i>			
	8/20/19		Teachers explicitly teach the rules using materials provided. Provide random student survey as rubric to inform teaching.	Complete 01/22/2020	Lauren White	06/01/2020
			<i>Notes:</i>			
	8/20/19		Broadcast rules and expectations videos created by Antioch Ambassadors on morning news and Cafe Connection.	Complete 01/22/2020	Tom Childers	06/01/2020
			<i>Notes:</i>			
	8/20/19		Quarterly ½ Day of Play or tech free indoor recess to build relationships within class.	Complete 03/06/2020	Tom Childers	06/01/2020
			<i>Notes:</i>			
	8/20/19		Counseling lessons on both respect, fairness(equity), and empathy (whole class/small group)	Complete 01/22/2020	Lyric Pieri	06/01/2020

Notes:

<b>Implementation:</b>		03/24/2020		
<b>Evidence</b>	3/24/2020			
<b>Experience</b>	3/24/2020			
<b>Sustainability</b>	3/24/2020			
<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Staff members continue to promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.	Limited Development 11/03/2020		
<b>How it will look when fully met:</b>	Students will independently examine and value growth of learning as they aspire towards mastery.		<b>Chris Cruse</b>	<b>04/28/2021</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
11/3/20	Obtain data from the student surveys (given by the district) to see how they are feeling overall.		Chris Cruse	11/28/2020
<b>Notes:</b>				
11/3/20	During a Faculty Meeting review results from the Google survey. Discuss how we want to implement this schoolwide.		Chris Cruse	01/25/2021
<b>Notes:</b>				
11/3/20	Allow time for Grade Level teams either during team meetings or PLC, to collaborate about common language and expectations.		Chris Cruse	01/25/2021
<b>Notes:</b>				
11/3/20	Create a toolbox of ideas for the school on how to incorporate the Growth mindset into classrooms and across the entire school. Common posters to be placed in hallways. Possibly having the Virtual Academy students tape “commercials” to air on the closed circuit TV encouraging the Growth Mindset. This will be a living site that can be referenced and added to as the year progresses.		Chris Cruse	02/28/2021
<b>Notes:</b>				

11/3/20	Put Parent Info about this into the newsletter as well as on the AES website.		Chris Cruse	04/28/2021
<i>Notes:</i>				
<b>A1.10</b>	<b>All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Our staff is currently using online resources to address standards and provide activities to engage students.	No Development 11/21/2020		
<i>How it will look when fully met:</i>	Our staff will provide multiple modes of online learning for instruction, guided practice, independent practice, formative assessment, summative assessment, remediation and enrichment.		<b>Amy Bleakley</b>	<b>04/28/2021</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
11/21/20	Teachers meet to plan curriculum content and assignments according to NCSCOS.		Amy Bleakley	04/21/2021
<i>Notes:</i>				
11/21/20	Teachers implement CANVAS to support on-line teaching and learning.		Amy Bleakley	04/21/2021
<i>Notes:</i>				
11/21/20	Teachers use digital learning resources aligned to NCSCOS to enhance student learning.		Amy Bleakley	04/21/2021
<i>Notes:</i>				
11/21/20	Teachers implement Istation to assess students and differentiate learning needs.		Amy Bleakley	04/21/2021
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each team works at varying levels of partnership to develop and deliver standards-aligned units of instruction for each subject.	Limited Development 06/16/2019		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Each team develops standards based units of instruction that are closely aligned with a pre and post assessment. The units will include pacing for the instruction.	<b>Objective Met 04/29/20</b>	<b>Janet Jonas</b>	<b>04/15/2021</b>
<b>Actions</b>					
	8/20/19	Look at UCPS standard guide and prioritize the most critical learning standards for that reading unit. Year 1	Complete 03/25/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
	8/20/19	The team will review the unpacking document and determine the skills necessary to meet each standard in Reading. Year 1	Complete 03/25/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
	8/20/19	Teachers will create objectives for the focus of their curriculum in Reading. Year 1	Complete 03/25/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
	8/20/19	Teachers will create pre and post assessments to show mastery for standard based assessments.	Complete 03/25/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
	8/20/19	Teachers will create specific learning activities and differentiated lessons aligned to the objectives. Year 1.	Complete 03/25/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
<i>Implementation:</i>			04/29/2020		
<i>Evidence</i>		4/29/2020			
<i>Experience</i>		4/29/2020			



<b>Sustainability</b>		4/29/2020			
	<b>A2.12</b>	<b>ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.(5102)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Students are currently in a remote learning situation as schools across the state are closed due to the Coronavirus. Teachers are encouraging self-direction by giving students choice in their learning.	Limited Development 03/29/2020		
<b>How it will look when fully met:</b>		ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. This will be accomplished through choice of student activities to demonstrate mastery of concept attainment.		<b>Lauren White</b>	<b>04/25/2021</b>
<b>Actions</b>			<b>2 of 9 (22%)</b>		
	3/29/20	Students will utilize self-choice options in math. (center choices, review game choices, IXL, etc)	Complete 04/29/2020	Lauren White	01/15/2021
<b>Notes:</b>					
	11/21/20	Students are taught a variety of math solving strategies and have the flexibility of using the method they would like when solving math problems.		Lauren White	04/21/2021
<b>Notes:</b>					
	11/21/20	In K-2, students can choose their selection of center choice.		Lauren White	04/21/2021
<b>Notes:</b>					
	11/21/20	In 3-5, students are given the option to choose their topic selection when completing projects.		Lauren White	04/21/2021
<b>Notes:</b>					
	11/21/20	In the classroom library, students can select their own books to read based on personal interests.		Lauren White	04/21/2021
<b>Notes:</b>					
	11/21/20	In specials class, teachers allow students to choose their topic when completing assignments or projects.		Lauren White	04/21/2021
<b>Notes:</b>					
	3/29/20	Teachers will be surveyed in regards to what student choice they are currently doing. ( Google survey that asks what teachers are already doing to give student choice, areas they would like more information about, ideas/ways to implement more student choice in our school)		Lauren White	04/25/2021

<i>Notes:</i>				
3/29/20	Students will utilize self- choice options in literacy. (library shopping choices, topic choices, book clubs, etc)	Complete 04/29/2020	Lauren White	10/15/2021
<i>Notes:</i>				
3/29/20	PLCs will collaborate and share ways in which they are giving students choice in the classroom.		Lauren White	11/15/2021
<i>Notes:</i>				
	<b>A2.20</b>	<b>All teachers use appropriate technological tools to enhance instruction.(5306)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Our school is currently closed by order of the Governor due to Covid 19 (Coronavirus). Our staff is very reliant on the use of technology tools to enhance instruction.	Limited Development 03/23/2020	
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		Staff members will use a variety of platforms to support students during the school closure and when school resumes.	<b>Objective Met 04/29/20</b>	<b>Amy Bleakley</b>
<b>Actions</b>				
3/23/20	Students will use IXL for enrichment and remediation.	Complete 04/29/2020	Amy Bleakley	04/29/2020
<i>Notes:</i>				
3/23/20	Teachers will use google to enhance and present information and lessons.	Complete 04/29/2020	Amy Bleakley	10/15/2020
<i>Notes:</i>				
3/23/20	Students will use google to create documents and presentations.	Complete 04/29/2020	Amy Bleakley	10/15/2020
<i>Notes:</i>				
3/23/20	Teachers will use google drive or other conferencing app to collaborate, communicate and share information.	Complete 04/29/2020	Amy Bleakley	10/15/2020
<i>Notes:</i>				
3/23/20	Students will use on-line resources provided by UCPS for learning, enrichment and remediation	Complete 04/29/2020	Amy Bleakley	10/15/2020
<i>Notes:</i>				
3/23/20	Teachers will use Class Dojo or Bloomz to build classroom community/accountability and to communicate with parents.	Complete 04/29/2020	Amy Bleakley	10/15/2020
<i>Notes:</i>				

3/23/20	Teachers will use a digital platform (Canvas or Google Classroom) for remote access learning.	Complete 04/29/2020	Amy Bleakley	10/15/2020
<i>Notes:</i>				
<b>Implementation:</b>		04/29/2020		
<b>Evidence</b>	4/29/2020			
<b>Experience</b>	4/29/2020			
<b>Sustainability</b>	4/29/2020			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>			
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	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	Our teams routinely utilize post assessments, however we do not regularly utilize pre-assessments to guide instruction.	Limited Development 06/16/2019		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<b>How it will look when fully met:</b>	Teams will routinely use pre-assessments to guide instruction and flag students who are in need of remediation prior to administering the post assessment.	<b>Objective Met 04/29/20</b>	<b>Lauren White</b>	<b>04/15/2021</b>
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<b>Actions</b>				
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6/24/19	Staff will connect best practices in reading and will collaborate to design common assessments to identify strengths and needs of ALL students.	Complete 12/18/2019	Lauren White	04/15/2020
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<i>Notes:</i> Meeting weekly to address.				
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6/24/19	Staff will collaborate to provide extra support or enrichment as needed so ALL students will grow.	Complete 12/18/2019	Lauren White	04/15/2020
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<i>Notes:</i>				
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6/24/19	Throughout the year, teacher leaders will share best practices and all teachers will have choice in selecting training based on interest and needs.	Complete 12/18/2019	Lauren White	04/15/2020
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<i>Notes:</i>				
6/24/19	We use multiple data sources which include End of Year Assessments and UCPS Reading Assessments.	Complete 02/19/2020	Lauren White	04/15/2020
<i>Notes:</i>				
6/24/19	Utilizing small group instruction based upon student needs.	Complete 02/19/2020	Lauren White	04/15/2020
<i>Notes:</i>				
6/24/19	Staff members review the progress of all students and analyze proficiency and trends.	Complete 12/18/2019	Lauren White	04/15/2020
<i>Notes:</i>				
6/24/19	This team will flag students who are in need of support and provide specific strategies for these students	Complete 12/18/2019	Angela Scott	04/15/2020
<i>Notes:</i>				
6/24/19	Connect with students to create individual goals and meet those goals through student choice using creativity and innovation.	Complete 04/29/2020	Lauren White	04/15/2021
<i>Notes:</i>				
<b>Implementation:</b>		04/29/2020		
<b>Evidence</b>	4/29/2020			
<b>Experience</b>	4/29/2020			
<b>Sustainability</b>	4/29/2020			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school current provides tiered instruction, however it does not meet the needs of all students.	Limited Development 06/16/2019		
<i>How it will look when fully met:</i>		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. Student work is challenging and rigorous. Students demonstrate growth as well as proficiency.		Janet Jonas	04/15/2021
<b>Actions</b>			<b>4 of 6 (67%)</b>		
	8/20/19	Fall 2019 - Tier I: Focus on Solid and Good Instruction  A Pre-Assessment Google Survey will be given to see how much teachers know about evidence based instruction and data collection across all tiers.	Complete 12/15/2019	Janet Jonas	12/15/2019
<i>Notes:</i>					
	8/20/19	Fall 2019 - Tier I: Focus on Solid and Good Instruction Staff will be trained/retrained on gradual release of responsibilities, specific student friendly objectives posted, and specific and purposeful feedback to deliver evidence based instruction aligned with individual needs.	Complete 12/15/2019	Janet Jonas	12/15/2019
<i>Notes:</i>					
	8/20/19	Spring 2020 - Tier II: Focus on Growth and Proficiency Data Based on PLCs and Gator Goals, teachers will begin to identify students for Tier II. A protocol or checklist will be created for the Tier II process.	Complete 03/24/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
	8/20/19	Spring 2020 - Tier II: Focus on Growth and Proficiency Data Staff will be trained on the protocol sheet.	Complete 03/24/2020	Janet Jonas	04/15/2020
<i>Notes:</i>					
	8/20/19	Fall 2020 - Train all new hires on last year's Tiers I and II		Janet Jonas	12/15/2020
<i>Notes:</i>					

8/20/19	Spring 2021 - A post assessment will be given to see how much teachers know about evidence based instruction and data collection across all tiers. Teacher feedback will be available to make future plans.		Janet Jonas	04/15/2021
<i>Notes:</i>				
	<b>A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Teachers current reinforce appropriate social skills, however it does not occur in a direct and systematic manner.	Limited Development 06/16/2019		
	Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	Our school will implement specific strategies for social and emotional learning.	<b>Objective Met 12/18/19</b>	<b>Amy Bleakley</b>	<b>04/15/2020</b>
<b>Actions</b>				
8/20/19	Each class has a designated time to hold a class meeting daily to build a sense of community	Complete 12/17/2019	Amy Bleakley	06/01/2020
<i>Notes:</i>				
8/20/19	Teachers will have guidelines provide in a google document by the school counselor to use if needed to facilitate a class meeting. Included in this document will be a list of character trait (in the order that will be taught by counselor) and activities that can support this.	Complete 08/23/2019	Amy Bleakley	06/01/2020
<i>Notes:</i>				
8/20/19	Each class has a designated special with the school counselor to learn about age appropriate social and coping skills	Complete 08/26/2019	Amy Bleakley	06/01/2020
<i>Notes:</i>				
8/20/19	Terrific kids will be honored once a quarter	Complete 12/17/2019	Amy Bleakley	06/01/2020
<i>Notes:</i>				
8/20/19	Kindness Matters club for 4-5 grade (with input from all grade levels) which will work on activities both in and out of school and continue into middle school	Complete 12/17/2019	Amy Bleakley	06/01/2020
<i>Notes:</i>				
8/20/19	Antioch Ambassadors	Complete 12/17/2019	Amy Bleakley	06/01/2020
<i>Notes:</i>				

	8/20/19	Giving Gators food drive	Complete 12/17/2019	Amy Bleakley	06/01/2020
	<i>Notes:</i>				
	8/20/19	Small group Social Skills with school counselor	Complete 12/17/2019	Amy Bleakley	06/01/2020
	<i>Notes:</i>				
	8/20/19	Cross grade level partnerships to allow for acts kindness, projects to better the community	Complete 10/16/2019	Amy Bleakley	06/01/2020
	<i>Notes:</i>				
	8/20/19	Continued work on following our Gator and classroom rules.	Complete 12/17/2019	Amy Bleakley	06/01/2020
	<i>Notes:</i>				
<b>Implementation:</b>			12/18/2019		
	<b>Evidence</b>	12/18/2019			
	<b>Experience</b>	12/18/2019			
	<b>Sustainability</b>	12/18/2019			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Limited implementation. Currently addressed individually and through the counseling program. No formal school wide plan is in place.	No Development 10/11/2019		
<b>How it will look when fully met:</b>		All staff will support students with social and emotional learning.		<b>Amy Bleakley</b>	<b>04/28/2021</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	10/29/20	School leaders administer the Panorama SEL Survey to determine mindsets, SEL skills and well-being of students.		Amy Bleakley	04/28/2021
	<i>Notes:</i>				
	10/29/20	Teachers check-in with students to assess social/emotional needs of individual students and the classroom community.		Amy Bleakley	04/28/2021
	<i>Notes:</i>				
	10/29/20	Teachers/Counselors provide strategies for social-emotional health and well-being.		Amy Bleakley	04/28/2021
	<i>Notes:</i>				
	10/29/20	Teachers/Counselors lead student support groups.		Amy Bleakley	04/28/2021

Notes:

10/29/20 Teachers/Parents increase two-way communication & collaboration between home and school pertaining to social emotional learning.

Amy Bleakley

04/28/2021

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school currently has no concrete plan in place to support transitions.	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
Notes:					

**Core Function: Dimension B - Leadership Capacity**

**Effective Practice: Strategic planning, mission, and vision**

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		UCPS has a LEA Support & Improvement Team.	Full Implementation 06/26/2019		
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
<i>Initial Assessment:</i>		Our school has a Leadership Team consisting of the principal, teachers who lead the Instructional Teams meet twice a month to review implementation of effective practices. The first Wednesday of each month is the MTSS sub-committee of our School Improvement Team. The third Wednesday of each month is reserved for the Full School Improvement Team.	Full Implementation 06/26/2019		



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school is currently doing a number of things to address the physical, social, and behavioral health of all personnel, however we continue to strive for improvement in this area.	Limited Development 10/29/2020		
<i>How it will look when fully met:</i>		Each staff member will be supported physically and emotionally during an extremely difficult and stressful global pandemic.	<b>Objective Met</b>	<b>Lauren White</b>	<b>04/28/2021</b>
<b>Actions</b>			<b>6 of 6 (100%)</b>		
10/29/20		School guidance counselor will provide lessons for social, behavioral and emotional support for all students.	Complete 11/18/2020	Lyric Pieri	04/28/2021
<i>Notes:</i>					
10/29/20		School PE teacher and will provide physical activity for the well being of all students.	Complete 11/18/2020	Lisa Schilling	04/28/2021
<i>Notes:</i>					
10/29/20		Brainhouse teacher will provide lessons for both physical and mental health.	Complete 11/18/2020	Lauren White	04/28/2021
<i>Notes:</i>					
10/29/20		School psychologist will provide support for students and staff.	Complete 11/18/2020	Lisa Schilling	04/28/2021
<i>Notes:</i>					
10/29/20		Classroom teachers will provide morning meetings to check-in with all students.	Complete 11/18/2020	Lauren White	04/28/2021
<i>Notes:</i>					
10/29/20		Administration supports teachers with an open door policy and consistent communication.	Complete 11/18/2020	Lisa Schilling	04/28/2021
<i>Notes:</i>					

	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
<b>Initial Assessment:</b>			Team planning takes place on a weekly basis.	Limited Development 06/16/2019		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			The school has established a team structure among teachers with specific duties and time for instructional planning.	<b>Objective Met 01/22/20</b>	<b>Amy Bleakley</b>	<b>04/15/2020</b>
<b>Actions</b>						
	8/20/19	Grade level teams meet twice weekly. Once for grade level planning and once with the curriculum coach for PLC meetings.		Complete 09/18/2019	Amy Bleakley	12/15/2019
<i>Notes:</i>						
	8/20/19	In planning units of instruction, look at the end goal as we delve deep into the “how” to teach that goal and how to differentiate methods to reach more learners		Complete 01/22/2020	Amy Bleakley	12/15/2019
<i>Notes:</i>						
	8/20/19	During PLC, SMART goal will be determined to assess proficiency		Complete 01/22/2020	Amy Bleakley	12/15/2019
<i>Notes:</i>						
	8/20/19	During PLC, Gator goals will be determined to assess growth		Complete 01/22/2020	Amy Bleakley	12/15/2019
<i>Notes:</i>						
	8/20/19	Pre and post assessment data will be used to plan activities for remediation and enrichment.		Complete 01/22/2020	Amy Bleakley	12/15/2019
<i>Notes:</i>						
<b>Implementation:</b>				01/22/2020		
	<b>Evidence</b>	1/22/2020				
	<b>Experience</b>	1/22/2020				
	<b>Sustainability</b>	1/22/2020				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. The principal will track time involved in these practices and formulate a plan to improve in this area.	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school will continue to look at aggregate school data and create professional development opportunities to aligned with student needs.	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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

<b>Initial Assessment:</b>	The school is currently experiencing a very high teacher retention rate and surveys indicate a high level of satisfaction with the working environment.	Full Implementation 06/26/2019		
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<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
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<b>Initial Assessment:</b>	The school current sends weekly communicate to parents and we provide resources via the website to assist parents as they support students at home.	Limited Development 06/26/2019		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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<b>How it will look when fully met:</b>	The school will provide ongoing communication and also provide a variety of resources for parents to support student learning beyond the classroom.	<b>Objective Met 03/25/20</b>	<b>Amy Bleakley</b>	<b>09/30/2020</b>
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<b>Actions</b>				
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1/26/20	School administration will communicate regularly with the parents/guardians via email and connected with weekly updates	Complete 02/19/2020	Amy Bleakley	04/30/2020
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<i>Notes:</i>				
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1/26/20	All teachers will communicate regularly with the parents/guardians via email with weekly updates	Complete 03/25/2020	Amy Bleakley	04/30/2020
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<i>Notes:</i>				
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1/26/20	School PTO will communicate regularly with the parents/guardians via email with weekly updates	Complete 02/19/2020	Amy Bleakley	04/30/2020
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<i>Notes:</i>				
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1/26/20	Special Area teachers will communicate regularly with the parents/guardians via email with quarterly updates	Complete 03/25/2020	Amy Bleakley	04/30/2020
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<i>Notes:</i>				
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1/26/20	The school will provide parents/guardians with additional academic/enrichment activities to support student learning	Complete 03/25/2020	Amy Bleakley	09/30/2020
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Notes:

<b>Implementation:</b>		03/25/2020		
<i>Evidence</i>	3/25/2020			
<i>Experience</i>	3/25/2020			
<i>Sustainability</i>	3/25/2020			