

Comprehensive Progress Report

Mission: All East Eagles will achieve high levels of learning.

Vision: To empower all students to become productive lifelong learners and successful members of society.

Goals:

East Elementary will support the Social and Emotional Learning of students as measured by a decrease in referrals by June 2022.

The use of the Restart budget flexibility will be used to employ an Multi-Tiered Systems of Support (MTSS) coordinator that will monitor data and provide systematic tiered instruction and daily, researched-based, and individualized small group instruction.

East Elementary will improve overall reading proficiency by 30% from 20% to 50% as measured by the end-of-year reading assessment. East Elementary will improve overall math proficiency by 30% from 20.3% to 50.3% as measured by the End-of-Grade math assessment.

East Elementary will increase the overall parent satisfaction score from a 74.2% to 90% satisfaction rating on the Teacher Working Conditions Survey. East Elementary will utilize the Restart budget flexibility to hire a bi-lingual receptionist to improve two-way communication and increase parent involvement. .



! = 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

<p>Initial Assessment:</p>	<p>As of September 2021 we are currently implementing:</p> <p>Teachers</p> <ul style="list-style-type: none"> • Class Dojo and Class Craft online behavior programs are used so that students receive points are displaying positive behaviors. Class Dojo and Class Craft are used to improve student behavior and communicate more effectively with parents by some teachers • Social Emotional Learning flowcharts are used with steps to request support with students in each classroom • Social Emotional Learning Menu of Strategies is used in each classroom • Peace Corner is being used in classrooms where behaviors are in need of a quiet place to decompress • Tiered system to support teachers <p>Social Emotional Learning</p> <ul style="list-style-type: none"> • SEL Team created for the 2021-2022 school year • Staff trained on Early-Stage Interventions • Team trained staff on Social Emotional Learning classroom support flowchart, Menu of strategies and • Restart Room created to provide support to students by intervening during minor infractions for a brief time and returning students to class to continue academic instruction • Guidance Counselor provide small group Social Emotional Learning Support Lessons • Social Worker provides improved two-way communication to support the needs of students and families. • Discipline Data is monitored through Educator's Handbook 	<p>Limited Development 10/16/2018</p>		
-----------------------------------	--	---	--	--

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this indicator is fully implemented: <ul style="list-style-type: none">Teachers will teach, reteach, and consistently reinforce appropriate and acceptable behaviors.Students will receive fitting and timely consequences for inappropriate behaviors.Students will be rewarded and reinforced when making positive choices that result in good behavior.			Tramaine Davis	06/03/2022
Actions			8 of 10 (80%)		
10/16/18	Administrative Team will identify hot spots in the building and restructure morning duty in order to avoid breakfast hallway disruptions.		Complete 02/15/2019	Jewel Cannon	06/07/2019
<i>Notes:</i> -Administrative team evaluated and revamped the placement of staff in key areas throughout the school so that there is visibility in all areas within the school building.					
10/19/18	Administrative Team will meet with all grade levels to reinforce SOAR expectations for transition and dismissal disruptions.		Complete 06/07/2019	Jewel Cannon	06/07/2019
<i>Notes:</i> Teachers display SOAR expectations charts and review the expectations each morning with students and whenever needed throughout the day.					
10/19/18	Administrative Team will present 2 assemblies for (K-2) and (3-5) to demonstrate and explain expectations for hallway, entering and exiting school, and classroom transitions within 30 days.		Complete 06/07/2019	Jewel Cannon	06/07/2019
<i>Notes:</i> All three administrators meet with students in the auditorium and in-class to discuss SOAR and CHAMPS expectations. Students, administrators, and teachers have the opportunity to discuss the school expectations and procedures.					
10/19/18	Administrative Team will create a list for staff of any remaining staff members without morning or afternoon duty to ensure coverage for the safety of all students in the event that a person on-duty is absent.		Complete 06/07/2019	Jewel Cannon	06/07/2019
<i>Notes:</i>					
10/19/18	Staff will reteach classroom and school wide procedures to students after any lengthy breaks from school (more than 2 consecutive school days).		Complete 06/07/2019	Jewel Cannon	06/07/2019

	Notes: All members of the staff regularly review school procedures and expectations, as well as classroom norms. This allows students to the opportunity to revisit the expectations after time off from school.			
10/16/18	The remaining untrained staff members will attend Conversation, Help, Activity, Movement, Participation (CHAMPS) Training on October 30, 2018 or November 6, 2018.	Complete 11/06/2018	Jewel Cannon	06/07/2019
	Notes: All staff attended CHAMPS training August 2019			
7/2/19	All staff will attend CHAMPS training on 8/14-15/19.	Complete 10/15/2019	Michelle Goode	08/15/2019
	Notes: All staff attend required CHAMPS training on August 14-15, 2019 to learn about student expectations and class and school-wide norms. New staff attends CHAMPS training as it becomes available. CHAMPS continues to be implemented at East Elementary School as a focus for building conversations, providing help and actions, movement, and increasing participation.			
2/18/20	CHAMPS refreshers will be provided bi-monthly for all staff	Complete 04/28/2021	Adriana Robin	06/02/2021
	Notes: 12/8/20: School Improvement Team chooses to emphasize Canvas professional development, due to the need to shift to a digital platform in lieu of CHAMPS refreshers at this time. Though there is evidence of the implementation of CHAMPS within the building, the team will readdress CHAMPS refresher in January 2021. The Instructional Leadership Team (ILT) is in the process of developing a calendar to implement CHAMPS refresher(s) and considering having teacher leaders provide school-specific training opportunities.			
10/21/18	Social Emotional Learning team will track ongoing student discipline data quarterly to assess progress on this goal.		Dennis Santana	06/03/2022
	Notes: School Social Worker meets with students and work with Positive Behavior Interventions of Support, teacher and parents (if needed) to assess student's needs in the area of social-emotional learning.			
10/16/18	Administrative Team will process all major referrals and communicate with the classroom teacher within 48 hours regarding the outcome.		Dennis Santana	06/03/2022
	Notes: 2021-2022 Administrators and Behavior Management Team continue to inform teachers of outcomes in Educator's Handbook within a 24-hour period.			
Implementation:		10/15/2019		
Evidence	10/15/2019 Staff sign in			

<i>Experience</i>	8/15/19 All staff attended CHAMPS training			
<i>Sustainability</i>	10/15/2019 New staff will have supplemental CHAMPS training.			

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
Initial Assessment:			<p>As of October 2021 we are currently implementing:</p> <ul style="list-style-type: none"> Professional Learning Communities in all grade levels Leading collaborative meetings with grade level communities to foster data interpretation, analysis and implementation of rigorous lessons Barbara Coleman to lead training on collaborative meetings within the professional learning communities Each grade level team member responsible for leading the planning of a specific content area Jan Richardson Guided Reading integration and continuous professional development Deliberate practice during Professional Learning Communities and collaboration around what is evidence of mastery Instructional Coach participates and supports in collaboratives and Professional Learning Communities 	Limited Development 01/18/2017		
How it will look when fully met:			<p>When this indicator is fully implemented:</p> <ul style="list-style-type: none"> Teams of teachers will work together to create units of study that are standards-based, horizontally and vertically aligned, and differentiated according to student needs. Units will include formative and summative assessments, a range of possible learning activities, materials to be used. Instructional Coaches will provide feedback about how best to provide instruction on a particular standard. Units of study will ensure that students master the standards-based objectives and will provide opportunities for extended learning activities. 		Melissa Fox	06/03/2022
Actions				4 of 5 (80%)		
	2/24/17	Curriculum support in literacy planning where support is provided in team planning, model lesson teaching, monitoring of data and resources to teachers.		Complete 11/17/2020	Melissa Fox	06/02/2021

Notes: Ms. Fox attends weekly literacy Professional Learning Community (PLC) meetings and Ms. LeHew attends weekly math Professional Learning Community (PLC) meetings. Both leads assist with lesson plan development, data interpretation and dialogue.

10/21/18	Exceptional Children and English as a Second Language Grade level representatives will attend Professional Learning Communities to ensure differentiation for all students.	Complete 10/21/2020	Michelle Goode	06/02/2021
----------	---	---------------------	----------------	------------

Notes: -Exceptional Children's team meet bi-weekly to discuss information, based on an agenda prepared by the school's Special Needs Administrator.

10/21/18	Grade Level Administration will attend and facilitate Professional Learning Communities in order to increase productivity and ensure that teachers are internalizing plans.	Complete 11/17/2020	Melissa Fox	06/02/2021
----------	---	---------------------	-------------	------------

Notes: All school administrators attend Professional Learning Communities by grade level and contribute to discussions, data analysis, and development of lessons.

10/19/18	Teachers will have an opportunity weekly to share ideas, activities and teaching strategies to support content area knowledge.	Complete 11/17/2020	Melissa Fox	06/10/2021
----------	--	---------------------	-------------	------------

Notes: Teachers meet weekly as a professional learning committee, along with the Instructional Support Specialist. Together, they plan lessons that align with state standards and assess students for mastery.

2/24/17	Teachers will develop differentiated plans targeted to meet the needs of the students they serve (done independently ie: without outside consultants) during protected planning - at least 1 day per week.		Melissa Fox	06/03/2022
---------	--	--	-------------	------------

Notes: -11/13/20 -Literacy Data discussion, using North Carolina Check-In assessment data
-12/8/20- Currently being addressed during What Individuals' Need (WIN/Intervention) time and IStation, Raz Kids, Fab 4, Jan Richardson Literacy Footprints Model of Instruction, and reviewed through Response to Intervention (RTI) Stored. Additionally, grade levels meet weekly to develop pacing guides, lesson plans, and collaborate around standards and data.
08/2021-Teachers participated in Solution Tree's "Collaborative" framework for planning and assessing
04/2022- Additional Solution Tree training to review planning techniques

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Teachers collect and analyze data using tracking systems that will identify mastery. Data is collected and housed in a data binder, which is used to differentiate, plan, and analyze instruction and student growth. Data are collected and recorded in a digital site, which is monitored by school administration and Instructional Support Specialist. Literacy and math data are uploaded in the beginning, middle, and end of the year. Collaborative meetings are used to create both formative assessments that support student achievement and growth. Data are collected to monitor growth for EL and EC students as well during weekly collaborative meetings Testing calendar is established to identify assessment dates. Administration, coaches focus data-checks and walkthroughs around those dates to monitor differentiated instruction, as well as instruction that is based on individual student data. Coaching cycles and formal observations include collaboration surrounding data. Teachers are expected to show the evidence of what impact their instructional strategies made on student performance. 	Limited Development 10/15/2019		
<i>How it will look when fully met:</i>			<p>Data binders will be filled with student work samples, quantitative data for each content area.</p> <p>Progress monitoring data that highlights mastery will be evidenced in the graphs/charts that are used.</p> <p>Additionally, formal and informal assessment data will be tracked in the data binder as a reference for instruction and/or intervention purposes.</p>		Felecia Bailey	06/03/2022
<i>Actions</i>				1 of 2 (50%)		
	11/17/20	Teachers will manage a data binder and crate to systematically collect, analyze, and use data to guide instruction.		Complete 01/15/2020	Felecia Bailey	06/11/2020

<i>Notes:</i>				
11/13/20	Monitor progress of data collection systems.		Felecia Bailey	06/03/2022
<i>Notes:</i> Staff feels that administration is monitoring data progress monitoring collection systems; however, this system could be improved. Develop processes for staff and students to collect and analyzing data. 2021-2022- Teachers uploads data in a digital tracker and discusses that data at collaborative meetings to determine progress and expected growth. This data is used to guide instruction and check for mastery.				

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 October 2021 we are currently implementing:</p> <p>Core Instruction</p> <ul style="list-style-type: none"> • EmpowerED Framework • Portraits of A Graduate implementation • Science of Reading implementation • School-wideLETRS training • Explore, Explain & Extend Math Lessons • Exceptional Children are pulled out into a small group for instruction • English as a Second Language Teachers push in to classrooms to support students • Guided Reading is provided to students daily • Teachers use Gradual Release of Responsibility which a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner <p>Intervention Tier 2</p> <ul style="list-style-type: none"> • Amplify (mClass) assessments • iReady math instruction grades K-5 • iReady reading instruction grades 3-5 • IRLA interventions (Tier 2, 3) • Fly Leaf interventions (Tier 1.5) • Instructional Assistants received training on Reading Support Systems Leveled Literacy Intervention and Independent Reading Level Assessment • Teacher led strategy groups for Reading • Teacher led small groups for Math <p>Intervention Tier 3</p> <ul style="list-style-type: none"> • IRLA • Teacher led strategy groups for Reading • Teacher led small groups for Math 	<p>Limited Development 01/18/2017</p>		
-----------------------------------	--	---	--	--

How it will look when fully met:	<p>When this indicator is fully implemented:</p> <ul style="list-style-type: none"> • All school personnel understands the importance of differentiated and individualized instruction through the completion of a year-long cycle of collaborative and planning meetings that are held with the Instructional Support Facilitator, administration, and support staff. • Teachers have access to a wide range of possible academic intervention strategies in order to best provide and modify interventions in the classroom in an on-going effort to reduce the number of students receiving specialized and separate services. • Teachers provide these interventions in the classroom to help identify students who have true learning disabilities in more streamlined and proficient manner. 		Lauren Veras	06/03/2022
Actions		5 of 9 (56%)		
10/21/18	All Grade levels will submit focused, core instruction plans.	Complete 11/17/2020	Samantha Pierre	06/11/2020
<i>Notes:</i> Lesson plans are submitted weekly in Canvas and monitored by administration for completion.				
10/21/18	Administrative Team will monitor schoolwide instruction and discuss issues with quality and need for improvement (walkthroughs, get better faster coaching, etc.)	Complete 05/26/2021	Matt Lasher	06/02/2021
<i>Notes:</i>				
10/16/18	Utilized Restart budget flexibility to hire and Multi Tiered Systems of Support (MTSS) Coordinator/Facilitator to ensure Multi Tiered Systems of Support for academics and behaviors will be implemented by staff to support student individualized learning.	Complete 08/10/2020	Matt Lasher	06/02/2021
<i>Notes:</i> -Multi-Tiered Systems of Support team established to provided small group intervention support daily for 30 minutes.				
10/16/18	Reading and Math Tutors will be in place to provide Tier 2 Interventions to students.	Complete 11/17/2020	Melissa Fox	06/11/2021
<i>Notes:</i> Math tutors hired to provided Tier 2 interventions.				
5/26/21	Train IAs to support small group instruction using the Jan Richardson Plan for guided reading.		Melissa Fox	01/22/2022

			Notes: 2021-2022- Master teacher will provide coaching cycles to refresh guided reading expectations			
			Monthly (2021-2022) - Guided walkthrough focus on literacy			
5/26/21			Train IAs in the Jan Richardson program to support in the implementation of guided reading.		Melissa Fox	01/22/2022
			Notes:			
5/26/21			Administrative Team will monitor schoolwide instruction by observing instructional strategies through the review of lesson plans, conducting walkthroughs, and providing immediate feedback to teachers through the use of a non-negotiable, tiered walkthrough list. Additionally, administrative team will conduct focused, group walkthroughs.		Michelle Goode	06/03/2022
			Notes: 2021-2022- Administrative and leadership team meeting notes			
10/16/18			Teachers will differentiate instruction and match resources to student needs.		Melissa Fox	06/03/2022
			Notes: Teachers are expected to do this daily, but will be monitored monthly. Add to this Action step: Be more specific about the expectations for differentiating in the classroom.			
5/26/21			Hire Multi-Tiered Systems of Support Coordinator that can support intervention approach to instruction.	Complete 08/18/2021	Lauren Veras	06/03/2022
			Notes: A Multi-Tiered Systems of Support Coordinator works with staff to support instructional and behavioral interventions.			
	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 October 2021 we are currently implementing: Core Instruction <ul style="list-style-type: none">• Social Emotional Learning Team• Counselor presence in classrooms and building• Positive Behavior Intervention and Supports• Positive Behavior Intervention Support Days• Social Emotional Learning Menu in each classroom• Men in the Making• Women in the Making• Girls on the Run	Limited Development 01/18/2017		

Intervention Tier 2

- Small Group instruction with Social Emotional Team member
- Check in Check out system
- Daily Behavior Report Card

Intervention Tier 3

- Individual Counseling with Guidance Counselor
- Individual Mental Health Services
- Competing Pathway by developing a Functional Behavior Assessment/Behavior Intervention Plan

***How it will look
when fully met:***

When this goal is fully implemented:

- Teachers effectively use multi-tiered systems of support to proactively identify students who may need additional social/emotional support to be successful academically.
- School personnel utilize resources, including parents and community members, to best provide interventions that will create a lasting, positive impact on students' social/emotional needs and academic achievement.

Lauren Veras

06/10/2022

Actions		4 of 9 (44%)		
10/16/18	Classroom ratios/sizes: Ongoing recruitment of qualified teachers. In addition, supports are in place to support large classroom sizes including: Math lead teacher serves to push-in to classrooms to support instruction. Administration has hired additional instructional assistants that support various teachers and rotate into different classrooms, when needed. Restart employment flexibility available to hire a media specialist and music teacher.	Complete 11/17/2020	Matt Lasher	06/11/2020
<i>Notes:</i> Media specialist and music teacher are non-certified, however, budget flexibilities enable these two staff members to teach at East Elementary despite the lack of credentials. In March 2021, the music teacher became certified to teach music. Additional instructional assistants serve as roving support throughout the building when needed, so as to support teachers and students when others are absent.				
10/16/18	Administrative Team will hire a Parent Liaison to support with parent, community and school relationships. (Lucy Cifre)	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i> Parent Liaison hired to support the connection between school and community. Ms. Cifre seeks volunteers, donors, and individuals/groups who support East with lunches, donations, Parent Academy meetings. Additionally, Ms. Cifre translates meeting for parents and community members.				
10/21/18	Utilized Restart budget flexibility to hire a Multi-Tiered Systems of Support Coordinator/Facilitator to ensure the Social Emotional Learning team identifies students in crisis and provides ongoing Tier small group instruction to support students.	Complete 08/10/2020	Michelle Goode	06/02/2021
<i>Notes:</i> Lauren Veras is hired as the Multi-Tiered Systems of Support Coordinator/Facilitator. The team has been providing ongoing, small group instruction on a daily basis.				
10/16/18	Staff members will provide after school clubs, Million Men & Women in the Making and Girls on the Run to support Social Emotional Learning.		Michelle Goode	06/03/2022
<i>Notes:</i> Due to Covid-19, this will continue to be reviewed throughout the school year.				

10/16/18	Utilized Restart budget flexibility to hire a Multi-Tiered Systems of Support (MTSS) Coordinator/Facilitator to ensure staff will receive ongoing hands-on productive training in the following areas: Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning (SEL), and Conversation, Help, Activity, Movement, Participation, Success (CHAMPS).		Matt Lasher	06/03/2022
<i>Notes:</i> -During the initial SEL meeting in August, break this action item into smaller pieces to address each individual item.				
10/16/18	Parent Council meetings are held quarterly to discuss and plan school and family based activities (Movie Nights, Restaurant Nights, etc.)		Teresa Hernandez	06/03/2022
<i>Notes:</i> Parent Teacher Organization (PTO) meetings were held monthly during the 2019-2020 school year.				
10/16/18	School and Community work together to provide consistent social emotional support to our students and families.(Heart for Monroe, Transformation Church, Monroe Police Department, Marvin Ridge Honor Society, Local churches, brother/sister elementary schools, and moving forward East will host community events to invite and inform our families about ongoing resources and school opportunities.)		Lauren Veras	06/03/2022
<i>Notes:</i> -2021-2022 EES will partner with Fairview Elementary School -During 2021-2022 community partnerships will be reviewed, pending county approval due to Covid-19.				
10/16/18	Artifacts (for families) that help support students Social Emotional State: Weekly newsletters, agenda, Twitter, Class Dojo, East website, and flyers/info about upcoming news.	Complete 10/21/2020	Michelle Goode	06/03/2022
<i>Notes:</i> Will continue this system for the remainder of the year.				
10/16/18	Family polls/surveys: Union County Public School family surveys conducted annually and family surveys will be given at PTO and Town Hall meetings.		Christine Miller	06/03/2022
<i>Notes:</i> -Currently we submit parent correspondences as part of our Title 1 audit. -Surveys should be written in both Spanish and English to address individual school needs/questions/requests. -Consider separating the surveys so that they are separate action plans: school and county surveys.				

	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:			<ul style="list-style-type: none">Grade level student meetingsYearly 4th grade college field trip5th grade transition visit to Monroe MiddleSocial-Emotional Learning (SEL) Class during Specials Rotation	Limited Development 10/15/2019		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			<ul style="list-style-type: none">foster communicationrespond to all stakeholder needsdevelop a sense of communityinclude an evaluation of the transition program and evolve and adapt it as neededStudents scores will increase due to core instruction		Felecia Bailey	06/03/2022
Actions				1 of 2 (50%)		
11/17/20		Students visit feeder middle school		Complete 05/26/2021	Felecia Bailey	06/01/2021
Notes: Due to Covid-19, students were restricted from visiting another school. The middle school had an alternate method for sharing information about their school with rising 6th graders.						
10/15/19		Utilized Restart budget flexibility to hire a Multi-Systems of Support Coordinator/Facilitator and assistant principal to ensure needs assessment for parents and students is administered to gauge transition assistance needs and plan for successful transitions.			Felecia Bailey	06/03/2022
Notes:						
Implementation:				11/09/2021		
Evidence		11/17/2020 Growth on assessment data will be evidenced in areas of literacy and math.				
Experience		11/17/2020 - A Multi-Tiered Systems of Support Specialist has been hired and retained to support the tiered systems of support intervention process.				
Sustainability		11/17/2020 -The school will continue to evaluate the program's effectiveness by monitoring core instruction, as well as intervention data.				

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
Initial Assessment:			The Local Education Agency (LEA) has a Local Education Agency Support & Improvement Team.(5135) The Local Education Agency response: Union County Public Schools has a Multi-Tiered Systems of Support District Leadership Team made up of the Assistant Superintendent for Instructional Programs and all of the instructional directors; elementary, middle, high, humanities, Exceptional Children, Federal Programs, Career Technical Education, instructional technology, accountability, professional development as well as the Multi-Tiered Systems of Support Administrator. The team is responsible for organizing and implementing the improvement process and plan for the district and schools. The team meets monthly to actively participate in reviewing, monitoring and providing feedback on the progress being made on the plans. FULL IMPLEMENTATION Evidence: Names of team members, meeting dates and agendas.	Limited Development 02/13/2017		
How it will look when fully met:			When this indicator is fully implemented, district leadership will provide targeted support through a collaborative, interconnected leadership that will positively impact student achievement while building school leadership and increasing school capacity.	Add Actions	Michelle Goode	06/03/2022
Actions				3 of 4 (75%)		
	10/19/18		LEA support team will be present at school improvement team meetings.	Complete 11/17/2020	Matt Lasher	06/11/2020
<i>Notes:</i>						
	10/19/18		District Leadership will ensure classroom management, instructional procedures, and staff expectations are being implemented and followed with fidelity.	Complete 11/17/2020	Matt Lasher	06/11/2020
<i>Notes:</i> -Dr. McKinnon visited East Elementary to review systems and instruction throughout the school year.						
	10/19/18		District Leadership will provide clear and consistent staff and student expectations	Complete 08/26/2020	Matt Lasher	06/02/2021

Notes:

10/19/18 District Leadership will provide authentic and meaningful reflection on school wide and classroom walk throughs.

Michelle Goode

06/03/2022

Notes: -Throughout the school year, district personnel visited East Elementary to provide quality feedback.

	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:			<p>East Elementary School currently has a School Improvement Team that is starting to meet twice a month. East has representatives from each grade level, administration, curriculum, parent representation, and an interventionist present at each meeting.</p> <p>East Elementary currently holds Professional Learning Community (PLCs) meetings by grade level, Monday through Thursday. A member of the administrative or coaching team should be in attendance.</p> <p>Currently, East Elementary School has a Multi-Tiered Systems of Support team that implements What Individuals Need (WIN intervention) time in all classrooms, using current and relevant data.</p> <p>East Elementary has an Instructional Leadership Team that meets weekly to reflect on and create plans related to instruction.</p>	Limited Development 02/13/2017		
How it will look when fully met:			<p>Description of successful Instructional Leadership Team, along with meeting minutes and dates.</p> <p>School Improvement Team agenda will be uploaded in NC Star by meeting date.</p> <p>Multi-Tiered Systems of Support meeting minutes and dates</p> <p>Instructional Leadership Team will have a school-wide impact on instruction</p>		Michelle Goode	06/10/2022
Actions				1 of 2 (50%)		
	11/17/20		Established Instructional Leadership Team consisting of admin, instructional coaches, and master teachers that meets weekly to analyze, plan, and support instruction.	Complete 08/30/2020	Matt Lasher	06/11/2020
<i>Notes:</i>						

10/15/19	Multi-Tiered Systems of Support team will be managed Multi-Tiered Systems of Support Coordinator to provide daily interventions, based on tiered-systems of support using classroom performance data, behavioral data and teacher input and monitored through the Data Dashboard.		Lauren Veras	06/03/2022
Notes:				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Distributed leadership and collaboration

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>As of October 2021 we are currently implementing:</p> <p><u>Leadership team</u></p> <ul style="list-style-type: none"> • meets regularly • seeks input from staff • makes decisions about curriculum, instruction, assessment and professional development • analyzes data <p><u>Teachers</u></p> <ul style="list-style-type: none"> • organized into grade level instructional teams • attend weekly collaborative meetings • meet twice weekly as professional learning communities <p><u>Parent Liaison</u></p> <ul style="list-style-type: none"> • participates in parent/community outreach • serves as a point of contact for both parents/community members 	Limited Development 02/13/2017		
<i>How it will look when fully met:</i>			<p>When this indicator is fully implemented:</p> <ul style="list-style-type: none"> • Planning and instructional time will be used to maximize the amount of quality instruction provided to students throughout the day. • Teachers will engage in effective and standards-based Professional Learning Communities (PLCs) and will be given timely, specific feedback that will continue to enhance their professional growth and development. • Administrative team will develop systematic and purposeful school-wide planning. • Parent Engagement Coordinator will collaborate on initiatives to facilitate parent/community relationships. 		Katherine Worthington	06/01/2022
Actions				3 of 5 (60%)		
	10/19/18	Administrative team will create a master schedule with a common planning time for grade level Professional Learning Communities.		Complete 11/17/2020	Katherine Worthington	06/02/2020

<i>Notes:</i>				
10/21/18	Administrative team will assist with facilitating a Parent Teacher Organization to bridge the gap between parent/school relationships and community/school relationships.	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i>				
10/19/18	Administrative team spends time weekly to work with teachers to improve instruction.	Complete 11/17/2020	Katherine Worthington	06/02/2021
<i>Notes:</i>				
10/19/18	Administrative team communicates clearly with staff about teacher development and progress regarding implementation of standards-based lessons in all classrooms.		Katherine Worthington	06/03/2022
<i>Notes:</i> 2021-2022: Weekly leadership team meetings				
10/19/18	Monitoring-Administrative team monitors curriculum and classroom instruction regularly (intentional walkthroughs).		Felecia Bailey	06/03/2022
<i>Notes:</i> 2021-2022 -Administrators will conduct weekly walkthroughs. Quantity of walkthroughs depend on teacher's tiered level of instruction.				

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>			<p>As of October 2020 we are currently implementing:</p> <ul style="list-style-type: none"> • Team time is scheduled. • The administrators received professional learning on coaching and giving effective feedback. • The administrators held meetings to give expectations for Professional Learning Communities (PLCs). • Lesson plans are submitted to administrators weekly. • The administrators set up on-going professional development for literacy and best practices. • Instructional coordinator supports Professional Learning Communities by modeling and facilitating key questions to ensure teams understand how to teach standards and identify what mastery will look like when students have mastered the standard. • Administration monitors 4th grade tutoring and provides extended learning opportunities. <p>3/24/21: Walkthrough forms, PLC meeting attendance, lesson plan checks, read to class during various times throughout the year.</p> <p>10/21: Administrative team will continue to conduct walkthroughs, attend collaboratives and planning meetings, check lesson plans, read to student throughout the year, and participate in school-wide initiatives.</p>	Limited Development 02/13/2017		

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	When this indicator is fully implemented: <ul style="list-style-type: none">• Expectations and processes for team planning and instructional delivery will be established by building-level leadership and will be shared with all school employees to ensure instructional standards are met with fidelity.• The school administrative team will monitor the work of teachers, meet with teams of teachers, visit classrooms regularly, and consistently reinforce best practices.			Michelle Goode	06/03/2022
Actions			4 of 5 (80%)		
10/19/18	Used Restart budget flexibility to hire an additional assistant principal to ensure all beginning teachers will participate in meaningful, monthly professional development sessions to support their individual educational growth.		Complete 08/10/2020	Matt Lasher	06/11/2020
<i>Notes:</i>					
10/19/18	Used Restart budget flexibility to hire an additional assistant principal to allow the administrative team to spend more than 20% of their time to meet with Professional Learning Communities every week. These meetings will be teacher-driven or leadership-driven as appropriate. Math and literacy support personnel will be involved in this process.		Complete 03/24/2021	Matt Lasher	06/02/2021
<i>Notes:</i> The assistant principal and administrative team to attend Professional Learning Community meetings. Walkthrough forms, PLC meeng aendance, lesson plan checks, read to class during various mes throughout the year. COMPLETE					
10/19/18	Used Restart budget flexibility to hire an additional assistant principal to allow the administrative team to ensure that teachers receive frequent, honest, and effective feedback. Teachers will also receive support allowing them to see the gaps in their performance and help them to make noticeable improvements.		Complete 08/10/2020	Matt Lasher	06/02/2021
<i>Notes:</i>					

10/19/18	Used Restart budget flexibility to hire an additional assistant principal to allow the administrative team will review lesson plans to ensure that teachers are using research-based practices for core instruction, enrichment, and intervention.	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i>				
10/19/18	Administrative team will create processes , procedures and expectations for Professional Learning Communities, team meetings and planning meetings such as agendas, minutes and a rubric for effective team collaboration.		Melissa Fox	06/03/2022
<i>Notes:</i> 2021-2022 - Through the incorporation of the collaborative meeting model, professional learning communities will have the opportunity to build lessons based on assessment data in order to check for mastery.				
Implementation:		04/01/2021		
Evidence	4/1/2021 Walkthrough notes, lesson plan accountability form, and coaching notes.			
Experience	4/1/2021 Walkthrough forms, PLC meeng aendance, lesson plan checks, read to class during various mes throughout the year.			
Sustainability	4/1/2021 Administration will continue to conduct walkthroughs, check lesson plans, and read to classes throughout the upcoming school year.			
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>			<p>As of October 2020 we are currently implementing:</p> <ul style="list-style-type: none"> Implementing Data Binders and Crates for Tracking Data Look at all subgroup data and hold academic data conferences. Maintain the successful 4th grade model as evidenced by an 18% increase in grade level performance and 2.34 growth. East has replicated the successful model in the 5th grade to sustain the growth of the students. Unit Assessments Consultant Resources Conduct walk through observations Utilize Math Lead, Master Teachers, Instructional Coaches Teachers give benchmark assessments (IStation, Fountas and Pinell, grade level unit, North Carolina Check-In assessments) 	Limited Development 02/13/2017		
			<p>Priority Score: 3 Opportunity Score: 2 Index Score: 6</p>			
<i>How it will look when fully met:</i>			<p>When this indicator is fully implemented:</p> <ul style="list-style-type: none"> The school leadership team will be able to use school performance data and classroom observation data to determine areas of strength and need within the school. The team will then use this information to determine how best to support the needs of the school through professional development. Teachers will use benchmark data to monitor students' mastery levels. A structured way to make decisions about interventions will be used in response to the data. Teachers will use IStation assessment data to set up small group instruction. Administrators will use the student level data to determine tutoring and extended learning needs. Administrators will provide professional learning on the assessment systems used to gather English Language Learners proficiency. 	Objective Met 04/01/21	Rachel Wallon	06/02/2021
Actions						
	11/18/20		Performance of each grade level and class will be tracked.	Complete 11/04/2020	Matt Lasher	01/30/2021

<i>Notes:</i>				
11/18/20	Students will be empowered to track and own their data.	Complete 03/24/2021	Matt Lasher	01/30/2021
<i>Notes:</i> : (Students will be empowered to track and own their data) - Many teachers posted student goals and classroom goals. *Check the target data to determine whether to adjust the target date or mark it complete, based on current evidence. (The staff will use various forms of relevant data and understand how to implement instrucon based on data.) Data is posted, MTSS data, PLC notes. Fox, Beauregard, LeHew can upload PLC notes to document the compleon of this element.				
11/18/20	Teachers and students will celebrate after every assessment when students meet their goals.	Complete 11/11/2020	Matt Lasher	01/30/2021
<i>Notes:</i>				
10/16/18	The staff will use various forms of data to identify academic strengths and weaknesses. Data will then be used to identify next steps and set up small group instruction.	Complete 11/17/2020	Felecia Bailey	06/02/2021
<i>Notes:</i>				
10/16/18	The staff will use various forms of relevant data and understand how to implement instruction based on that data. There will be consistency amongst which staff has administration rights to digital platforms (ie. Dreambox, IStation, Ellevation, MyOn) to facilitate consistent dissemination of data to staff.	Complete 03/24/2021	Melissa Fox	06/02/2021
<i>Notes:</i>				
10/19/18	The staff will complete an individual survey to assess possible professional development opportunities based on their specific instructional needs.	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i>				

10/19/18	The staff will develop a consistent understanding of grade level content, curriculum expectations, and knowledge of multiple strategies to facilitate instruction. The staff will also use common academic terminology across multiple subjects and across multiple grade levels.	Complete 03/24/2021	Rachel Wallon	06/02/2021
<i>Notes:</i>				
10/19/18	Administrative team will provide academic data conferences to staff in order to facilitate an understanding of learning deficits affecting student performance.	Complete 11/17/2020	Felecia Bailey	06/02/2021
<i>Notes:</i>				
10/21/18	Administrative team will conduct behavioral (discipline) data check-ins, as well as social emotional check- ins in order to identify specific ways to support students' social emotional learning.	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i>				
10/22/18	The school leadership team will review all universal screener data after each Benchmark assessment is complete (Beginning of Year, Middle of Year and End of Year) to determine the level of instruction necessary to address the results.	Complete 03/24/2021	Rachel Wallon	06/02/2021
<i>Notes:</i> 10/2020 - Reviewed NC Check-In data 11/2020 - Reviewed NC Check-In data				
10/22/18	The Administrative Team and Teachers will collaborate in Professional Learning Communities to review data to measure current level of performance, set quarterly goals for students, and determine any gaps in the vertical curriculum.	Complete 03/24/2021	Matt Lasher	06/02/2021
<i>Notes:</i>				
Implementation:		04/01/2021		
Evidence	4/1/2021 (The staff will use various forms of relevant data and understand how to implement instrucon based			

Experience	<p>4/1/2021 : (Students will be empowered to track and own their data) - Many teachers posted student goals and classroom goals.</p> <p>on data.) Data is posted, MTSS data, PLC notes. Fox, Beauregard, LeHew can upload PLC notes to document the compleon of this element.</p>			
Sustainability	<p>4/1/2021</p> <p>4/1/2021(The school leadership team will review all universal screener data aer each Benchmark assessment is complete) Data is tracked in Data Tracking Form; PLC meengs; ILT discussions; results from MTSS data; ISIP/IStaon data; aer-school tutoring; professional development aligned with walkthrough observaon results (CHAMPS/Guided Reading); Ms. Wallon and Ms. Davis parcipang in the Migrant Program professional development program.</p>			

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:	System for evaluating teachers: <ul style="list-style-type: none"> Admin team trained on the Teacher Evaluation system, and this was provided by the Human Resources department. Admin team attended professional learning on coaching guide to use for the improvement of rigor and management. The district provided all principals with deadlines to follow. A school-wide structure for dividing the staff among the admin team was established and teachers were informed of their evaluator and their cycle of evaluations. All evaluators communicated deadlines to the staff and notified teachers of their evaluators. Teacher working conditions survey results indicate a high percentage of East teachers felt they did not receive feedback about how to improve their teaching. Principal was provided an orientation and allowed to complete a self-assessment. All school leaders are evaluated on based on the North Carolina Executive standards. Some teacher leadership opportunities exist and some teachers take on leadership responsibilities. 	Limited Development 02/13/2017		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	System for evaluating teachers: <ul style="list-style-type: none"> All evaluators will ensure every certified teacher gets an evaluation according to their certification and experience. All evaluators will complete required formal observations and provide feedback to teachers within 10 days. All teachers will complete a self-assessment and develop their own professional development plan consisting of their goals. Professional learning time with teachers will be differentiated according to the needs of the teachers (teachers' content pedagogy and skill) All evaluators will conduct multiple classroom walkthroughs to coach teachers between formal observations. System for replacing staff: <ul style="list-style-type: none"> The school administrative team will use a structured system for hiring and selecting certified teachers. 		Michelle Goode	06/03/2022

- The school administrative team will partner with district recruiters to know when recruiting fairs occur and attend fairs to get the best candidates.
- Teachers will join the interview team to identify best fit teachers for East Elementary and be included in the decision-making for replacing staff.
- The school administrative team and teacher leaders will develop teachers who are new to their content by collaborating with effective, experienced teachers who teach at East or at other nearby campuses. This will include structured job-embedded learning with teachers achieving exceptional results.

System for retaining effective teachers:

- The school administrative team will focus on retaining effective teachers by ensuring they receive ongoing positive and supportive feedback about their practices.
- The school administrative team will give more teachers leadership opportunities so they are valued for their strengths and professional contributions.
- The East school community will use a celebration and recognition system that identifies staff for accomplishments.
- The school administrative team will improve teacher working conditions by gathering ongoing feedback from staff about perceptions and communication issues, and address those concerns to build relationships between teachers and leaders

Actions		7 of 8 (88%)		
10/16/18	Administrative Team will establish and communicate deadlines to the staff, notify teachers of their evaluators. The majority of the staff received Teacher Evaluation orientation on August 26, 2020.	Complete 10/30/2020	Matt Lasher	06/11/2019
Notes:				
10/16/18	Used Restart budget flexibility to hire and additional assistant principal to ensure the Implementation of the North Carolina teacher evaluation system for all certified staff. Follow the district schedule for completing the required number of formal observations, and this may depend on the teachers' status and experience. Complete required formal observations and provide timely feedback to teachers within 10 days. Hold post observation conferences for all formal observations. Teachers will develop their own professional development plan consisting of their goals.	Complete 11/17/2020	Matt Lasher	06/11/2020
Notes:				

10/16/18	Used Restart budget flexibility to hire and additional assistant principal to ensure the administrative team will conduct 7-10 classroom walk-throughs weekly to provide coaching, action steps, and support for teachers to improve their practice.	Complete 11/17/2020	Matt Lasher	06/11/2020
<i>Notes:</i>				
10/16/18	Administrative Team will provide a monthly focus on school climate and recognize the teachers for great job performance.	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i>				
10/16/18	Administrative Team will develop teams of teachers to participate in interviews during hiring season.	Complete 11/17/2020	Matt Lasher	06/02/2021
<i>Notes:</i>				
10/16/18	Administrative Team will participate in hiring fairs to select qualified teachers.	Complete 11/17/2020	Felecia Bailey	06/03/2022
<i>Notes:</i> 2019, Michelle Goode and Matt Lasher attended the Union County Public School job fair at Weddington High School, NC. '21-22:Ms. Bailey's professional goals align with this indicator.				
10/16/18	Administrative Team will develop a protocol for hiring new staff. This year we had to utilize the employment flexibility to maintain our media center coordinator and music teacher.	Complete 03/24/2021	Felecia Bailey	06/03/2022
<i>Notes:</i> C3.04 (Admin team will develop a protocol for hiring new staff. This year we had to ulize the employment flexibility to maintain our media center coordinator and teacher). LEA process form/HR website.				
10/22/18	Administrative Team Master Teachers and Coaches will maintain a log of teacher support.		Katherine Worthington	06/03/2022
<i>Notes:</i> 2021-2022: Ms. Gerald and Ms. Worthington meet with principal weekly to review coaching cycles. 2021-2022: Master teachers maintain notes of coaching cycles				
Implementation:		04/01/2021		
Evidence	4/1/2021			
Experience	4/1/2021			
Sustainability	4/1/2021			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>As of October 2021 we are currently implementing:</p> <ul style="list-style-type: none"> • Town Hall Meetings • Eagle Collaborative University • Newsletters • Quarterly Family events • Class Dojo • Agendas • Parent Council Meetings • Connect Ed • Parent-Principal Coffees <p>Currently, East ES communicates with parents via: agenda, Facebook, Connect Ed, parent conferences, special events, and the like. East is "re-starting" and leveraging the "Parent Council" for ideas to enhance communication, parent involvement, school to home supports, and the like. East continues to need to enhance this area. Parents will have the opportunity to participate in meetings with the principal, live conferences, and in-building events.</p>	Limited Development 02/13/2017		

How it will look when fully met:	<p>When this indicator is fully implemented:</p> <ul style="list-style-type: none"> Communicating parent expectations including weekly ConnectEd messages with reminders such as nightly reading to establish a consistent message, Increasing opportunities for parents to provide feedback during monthly meetings on supporting their child at home, Identify activities that directly relate to their children's academic progress, such as curriculum nights to showcase learning, creating opportunities where students are regularly recognized for their academic success to increase parental support at home to meet the expectations for learning. Activities, lessons, games, and materials were sent home in a tote bag for each EES student to use as a form of collaboration at home. Families could learn and grow together. 		Michelle Goode	06/10/2022
Actions		5 of 6 (83%)		
11/16/20	Used the budget Restart flexibility to hire a bilingual receptionist to improve two-two communication between home and school.	Complete 08/10/2020	Michelle Goode	06/11/2020
<i>Notes:</i>				
11/18/20	Administrative team will work in conjunction with the Parent Teacher Organization (PTO) to facilitate Community Outreach initiatives such as virtual town hall meetings, home/neighborhood visits, town park party, Cici's Pizza Night.	Complete 03/24/2021	Matt Lasher	06/02/2021
<i>Notes:</i> . Postcards sent home, random notes home, parent contact logs.				
10/16/18	Conduct Parent Education Courses - Eagle Collaborative Academy conducted virtually twice monthly to improve two-way communication between the school and home.	Complete 11/17/2020	Teresa Hernandez	06/02/2021
<i>Notes:</i>				

10/16/18	Positive Parent Contacts - 5 positive contacts per week, per staff member (either a post card, call, Dojo message or note in the student's agenda).	Complete 03/24/2021	Michelle Goode	06/02/2021
<i>Notes:</i>				
10/16/18	<p>Gather parent feedback through a survey or "Town Hall event" (for parents who may not read or write comfortably) for the following areas:</p> <ul style="list-style-type: none"> -Quality of education -Homework (quantity, assistance needed) -School climate -Opportunities to volunteer 	Complete 11/17/2020	Matt Lasher	06/07/2021
<i>Notes:</i>				
<ul style="list-style-type: none"> -Implemented monthly Town Hall meetings -Implemented bi-weekly Eagle Collaborative Academy meetings 				
10/16/18	<p>Parent Volunteers:</p> <p>Increase the number of parent volunteers involved in academic and social emotional conversations with school staff through utilizing new and creative ways to incentivize parent involvement.</p>		Teresa Hernandez	06/03/2022
<i>Notes:</i>				
<p>Parent Teacher Organization has been established at East Elementary.</p> <p>09/2020 - East Collaborative Academy implemented at East Elementary, as well as Parent Notebook</p> <p>09/2020 - Town Hall meetings held</p>				