Comprehensive Progress Report

Mission:

Learn, Lead, Love, Serve

Vision:

At East Iredell Elementary, we aspire to help every child reach his/her potential in all avenues and walks of life.

Goals:

By 2019, EES will increase reading/math proficiency by 10%, as well as exceed growth, through the implementation of Blended Individualized Learning (BIL) as measured by NC R3D, I-Ready, NC EOG and EVAAS data.

By 2019, EES will development of an aligned curriculum (K-5) through the implementation of the ISS unpacking documents and high performing Professional Learning Communities as measured by lesson plans, observations, and EVAAS data.

| ! = Past Due Objectives | KEY = Key Indicator |

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	East is a Leader in Me school. Through Stephen Covey's Leader in Me curriculum, students and staff are taught to use the seven habits in lessons and everyday life. Staff are challenged to be role models at all times, reteach behaviors, and empower students as leaders in the classrooms. Teacher are required to use classroom behavior logs to keep track of student discipline, consequences and parent contacts. Teachers are responsible for following the processes on the classroom behavior logs prior to sending a student to administration for discipline. As a part of this process, teachers are required to make a positive phone call home to parents first. Many teachers use classroom dojo to keep contact throughout the school day with parents regarding behavior. Parents can see when their child loses or earns points for behavior. Additionally, administration requires that teachers spend the first two weeks of school intensely teaching, re-teaching and reinforcing classroom rules and expectations, as well as when we return from breaks. Administration helps hold teachers accountable of classroom management through formal observations and classroom walkthroughs. Staff development has been provided for Leader in Me as well as on positive relationships, and the effectiveness on 1:4 positive comment ratios.	Limited Development 03/27/2018		
How it will look when fully met:				
Actions				
Notes:				

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: | East Elementary has a clear process for aligning standards across grade levels. NC standards are are established and communicated at the district level. Each year, Iredell-Statesville Schools selects model teachers to work together each summer during Curriculum Review Week (CRW) from across all schools to review and identify essential standards and create pacing guides with research based effective strategies per standard. These master teachers unpack the curriculum and share these unpacking documents district wide. Additionally, they create and tweak common benchmark assessments for ongoing formal data collection to analyze strengths and gaps as a district. Each year at East Iredell Elementary School, all teachers are trained on the unpacking documents by the school instructional facilitator. Throughout the year, the IF meets weekly with each PLC to share and discuss best practices, strengths and gaps based on ongoing instruction and bi-weekly progress monitoring. At the end of each month, each PLC will review the essentials of the unpacking documents and create a monthly planning map to align instruction. They post the maps on Google Drive for all EC, ESL and enhancement staff to ensure alignment is taking place across the school for the students. The unpacking documents and planning maps are used to create and develop lessons in weekly common planning - as teachers go more in depth and discuss the bi-weekly progress. They use the PLC PDSA to update maps, lessons, interventions and enrichment activities. (we also use the State RtI/MTSS model aligned to this process.) Each classroom analyzes the gaps to make process improvements. Every student also has a copy of the essentials to monitor their own growth in the student leadership notebooks. Parents are provided a copy of the essentials for any support they wish to provide at home. | Limited Development 03/04/2016 | | |

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The best practices above will continue, as well as the following process will be in place with 100% of the staff implementing aligned, engaging activities 100% of the time. Planning maps will include research based best practices, as well as resources completed by the PLC teams at least 2 weeks before the end of the month so all staff will have access to plan effective, engaging activities in a timely manner. 100% of the staff will have well developed lesson plans 100% of the time with highly engaging, purposeful activities based on the ongoing data collection. Materials and activities will be purposeful 100% of the time. Progress monitoring will be implemented with fidelity to move students across tiers in a timely manner.			**Angela Burgess**	**05/31/2019**
Actions			**41 of 63 (65%)**			
	10/24/16	Train staff on Blended Individualized Learning (BIL) process requirements with IF/TOY	Complete 08/25/2017	Amy Rhyne		08/25/2017
	Notes:	Follow up training will occur based on staff needs/gap areas.				
	10/24/16	All staff will be trained on ISS unpacking documents, planning maps and lesson plan requirements.	Complete 08/17/2017	CRW participants		08/18/2017
	Notes:					
	10/24/16	Share new PLC weekly meeting requirements with new, aligned template.	Complete 08/25/2017	Angela Burgess		08/25/2017
	Notes:					
	10/24/16	Create, implement and analyze PLC PDSA based on EOY and monthly data results	Complete 09/06/2017	PLC Teams		09/06/2017
	Notes:					
	10/24/16	Develop and train staff on BIL accountability checklist (CWT)	Complete 08/25/2017	Angela Burgess		08/25/2017
	Notes:	Ongoing				
	9/7/17	Clearly define and train staff on EES core non-negotiables for reading and math	Complete 08/25/2017	Amy Rhyne		08/25/2017
	Notes:					
	9/7/17	Review 2016-17 EOY data and RTI Stored info for each child.	Complete 09/06/2017	Angela Burgess		09/06/2017
	Notes:					
	9/7/17	Define and assign specific PLC team roles and responsibilites	Complete 08/25/2017	Angela Burgess		08/25/2017
	Notes:					
	9/7/17	Implement EES BOY BIL Lesson Plans for first ten days in all homerooms	Complete 09/11/2017	Homeroom Teacher		09/11/2017

	Notes:			
9/7/17	Create and implement weekly lesson plans aligned to the Essential Standards and ongoing data	Complete 08/25/2017	PLC ELA and Math Masters	08/25/2017
	Notes:			
9/7/17	Analyze data from pre-assessments to create aligned differentiated playlists aligned to EES BIL requirements and ISS essential standards from unpacking document.	Complete 09/08/2017	PLC Data Managers	09/08/2017
	Notes:			
9/7/17	Begin implementation of BIL playlists aligned to ISS essential standards and data with fidelity	Complete 09/18/2017	Homeroom Teachers	09/18/2017
	Notes:			
9/7/17	Administer post-assessments and analyze for any process improvements based on student data results	Complete 09/15/2017	Homeroom Teachers	09/15/2017
	Notes:			
9/7/17	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices	Complete 09/28/2017	Homeroom Teachers	09/28/2017
	Notes:			
9/7/17	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices	Complete 02/06/2018	Homeroom Teachers	02/09/2018
	Notes:			
9/7/17	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices	Complete 06/05/2018	Homeroom Teachers	06/08/2018
	Notes:			
9/7/17	Share best practices and instructional strategies (3rd week each month)	Complete 06/05/2018	PLC Teams	06/08/2018
	Notes:			
9/7/17	Provide ongoing support, training and feedback for BIL (4th week of each month)	Complete 06/05/2018	Angela Burgess	06/08/2018
	Notes:			
9/7/17	Content Partners will research the unpacking document in depth in order to create playlist activities to share with PLC team as part of the aligned lesson plans.	Complete 09/08/2017	ELA & Math Masters	09/08/2017
	Notes:			
9/7/17	Administer ISS Benchmark 1 and NC POC, analyze data and make process improvements	Complete 11/09/2017	PLC Task Masters	11/10/2017

	Notes:			
9/7/17	Administer ISS Benchmark 2 and NC POC, analyze data and make process improvements	Complete 02/02/2018	PLC Task Master	02/02/2018
	Notes:			
9/7/17	Administer ISS Benchmark 3 and NC POC, analyze data and make process improvements	Complete 04/10/2018	PLC Task Master	04/11/2018
	Notes:			
9/7/17	Administer ISS Benchmark 4 and EOG, analyze data and make process improvements	Complete 06/01/2018	PLC Task Master	06/01/2018
	Notes:			
9/7/17	Create and administer aligned pre-assessments	Complete 09/01/2017	ELA and Math Masters	09/01/2017
	Notes:			
9/11/17	Provide ongoing training and coaching based on CWT data/feedback	Complete 05/18/2018	Amy Rhyne	06/08/2018
	Notes:			
12/15/17	Review playlist process, edit and sort in google doc for schoolwide reference to activities as needed.	Complete 10/30/2017	Angela Burgess	10/30/2017
	Notes:			
12/15/17	Train staff on BIL pacing/management in guided groups (video reflection/feedback in PLC teams)	Complete 12/05/2017	Hailey Borkowski	12/05/2017
	Notes:			
12/15/17	Implement PBL PD - alignment for enriching playlists (Razz Kids / ToonTastic optional)	Complete 12/12/2017	Lawren Wells	12/12/2017
	Notes:			
12/15/17	PLC MTSS Chairs schedule appointments with staff members who need support to complete RTI stored.	Complete 11/08/2017	MTSS PLC Chairs	11/08/2017
	Notes:			
2/23/18	Guided PLCs every Tuesday-Thursday for core planning	Complete 02/20/2018	Angela Burgess	02/23/2018
	Notes:			
2/23/18	Review current class EVAAS growth	Complete 01/31/2018	PLC Teams	02/02/2018
	Notes:			
2/23/18	Review Q2 formative data	Complete 02/07/2018	PLC Teams	02/09/2018
	Notes:			
2/23/18	Revisit 16-17 EVAAS summative growth	Complete 01/24/2018	PLC Teams	01/31/2018

Notes:				
4/10/18	Begin teacher tutoring to help provide homeroom teachers with strategies to help their students close content gaps based on assessment data.	Complete 05/08/2018	PLC Teams	05/08/2018
Notes:				
5/1/18	Hired math tutors for first grade math.	Complete 04/09/2018	Amy Rhyne	04/09/2018
Notes:				
9/9/18	All staff will be trained on ISS unpacking documents, planning maps and lesson plan requirements.		Angela Burgess	05/31/2019
Notes: PLC ELA/Math Chairs lead monthly				
9/9/18	Share PLC weekly planning and process requirements	Complete 08/17/2018	Angela Burgess	08/17/2018
Notes:				
9/9/18	Train staff on BIL accountability manual and instructional cycle process requirements		Amy Rhyne	05/31/2019
Notes:				
9/9/18	Clearly define and train staff on EES core (Tier 1) non-negotiables for reading and math		Angela Burgess	05/31/2019
Notes:				
9/9/18	Define and assign specific PLC team roles and responsibilities		Angela Burgess	01/30/2019
Notes:				
9/9/18	Create and implement weekly playlists aligned to the Essential Standards and ongoing data		Angela Burgess	05/31/2019
Notes:				
9/9/18	Create and administer aligned pre-assessments		Angela Burgess	05/31/2019
Notes:				
9/9/18	Review 2018-19 EOY data and RTI Stored info for each child.		Angela Burgess	06/07/2019
Notes:				
9/9/18	Analyze data from pre-assessments to create aligned differentiated playlists aligned to EES BIL requirements and ISS essential standards from unpacking document.		Angela Burgess	05/31/2019
Notes:				
9/9/18	Begin implementation of BIL playlists aligned to ISS essential standards and data with fidelity.		Angela Burgess	05/31/2019
Notes:				

9/9/18	Create, implement and analyze PLC Lead Measures based on EOY and monthly data results		Angela Burgess	06/07/2019
Notes:				
9/9/18	Implement EES BOY BIL Lesson Plans for first ten days in all homerooms.	Complete 09/10/2018	Homeroom Teachers	09/10/2018
Notes:				
9/9/18	Create, administer post-assessments and analyze for any process improvements based on student data results		Angela Burgess	05/31/2019
Notes:				
9/9/18	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices		Angela Burgess	10/03/2018
Notes:				
9/9/18	Review playlist and planning maps. Make edit and sort in google doc for schoolwide reference to activities as needed.		Angela Burgess	05/31/2019
Notes:				
9/9/18	PLC MTSS Chairs schedule appointments with staff members who need support to complete RTI stored.		Angela Burgess	06/10/2019
Notes:				
9/9/18	Administer ISS Benchmarks and NC POC, analyze data and make process improvements		PLC Data manager	04/17/2019
Notes:				
9/9/18	Train and implement PBL and Blooms to enrich playlists	Complete 08/23/2018	Angela Burgess	08/23/2018
Notes:				
9/9/18	Train and implement Freckle (K-5)	Complete 08/28/2018	Freckle Publisher via Google Chat	08/28/2018
Notes:				
9/9/18	Train ISS K-2 data tracking requirements	Complete 09/04/2018	Angela Burgess	09/04/2018
Notes:				
9/9/18	Train 4-5 Showbie	Complete 09/04/2018	Lacresha Link	09/04/2018
Notes:				
9/9/18	Revisit 2017-18 EVAAS summative growth		Amy Rhyne	10/17/2018
Notes:				
9/9/18	Administer ISS Benchmark 2 and NC POC, analyze data and make process improvements		PLC Data managers	02/13/2019
Notes:				

	9/9/18	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices.		Angela Burgess	02/06/2019
	Notes:				
	9/9/18	Implement guided PLCs every Tuesday-Thursday for core planning		PLC Reading and Math Chairs	05/31/2019
	Notes:				
	9/9/18	Administer ISS Benchmark 3 and NC POC, analyze data and make process improvements		PLC Data Manager	04/17/2019
	Notes:				
	9/9/18	Implement teacher tutoring to help provide homeroom teachers with strategies to help their students close content gaps based on assessment data.		PLC Skill Experts	05/31/2019
	Notes:				
	9/9/18	Administer NC EOG, analyze data and make process improvements for 2019-20 SIP		PLC Data Managers	06/10/2019
	Notes:				
Implementation:			09/09/2018		
Evidence	9/9/2018				
Experience	9/9/2018				
Sustainability	9/9/2018				

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

Initial Assessment:	2016-17: With teacher turnover, as a school we have spent time training new teachers and new PLC teams. Teachers are on different levels of understanding. As a school, we have focused on strengthening the core instruction and redefining the tier instruction. Previously we only had 6% turnover and with stability we were able to implement interventions across the grade level with aligned supports. This year, with new staff and budget cuts we have had to restructure what that looks like at each grade level based on data. All staff have been trained that core non-negotiables in ELA includes 120 minutes, no more than 20 minute whole group mini-lessons. Math non-negotiables include 90 minutes with no more than 20 minute whole group mini-lessons. Interventions are aligned to student gaps. We have moved from implementing across the grade level to moving back into classrooms due to change of staff training needs. As a school interventions were fluid within the classrooms and across the PLC in grades 2-5 for reading and math. (Grades K-1 will continue classroom interventions only.) Teachers currently monitor academic progress in core at least weekly, with interventions monitored every 10-20 days based on the tiers. Updated 2017-18: Interventions will take place within the classrooms or block partner classrooms in grades 3-5. (Grades K-2 will continue classroom interventions only.) Based on data, we will spend more time focusing on schoolwide aligned Tier 1 instructional strategies and resources, while continuing to closely monitor Tier 2 and Tier 3 with fidelity. East Elementary Leadership will create and align schoolwide process expectations in a BIL manual to train all staff with fidelity. (This manual was created by principal, IF and TOY in order to meet the specific needs of East gaps based on previous quantitative and qualitative data.) These requirements include increasing authentic student engagement, increased depth and ubiquity of Leader in Me, processes regarding blended/ individualized learning expectations, playlists and non-negotiables. All homeroom teachers and assistants have been trained on BIL from manual to increase an aligned level of student engagement and a timely response to individual instructional needs. Razz Kids Plus and Big Universe have been purchased, trained and implemented to monitor ongoing student learning in reading. (English & Spanish) I-Ready and Reading 3D/IDEL BOY assessments are being implemented to monitor student progress to determine process improvements based on data results. Ten Marks has been purchased, trained and implemented school wide to monitor student learning in math. (English & Spanish) Showbie has been purchased to align communication processes for staff, students and parents. Ongoing training will take place all year.	Limited Development 04/21/2016		

					Amy Rhyne	06/08/2018
How it will look when fully met:		100% of teachers will be trained and have a clear understanding of MTSS/response to instruction. Core instruction will be differentiated in response to all student strengths and gaps. Students will move through fluid tiered groups in both subjects based on consistent, ongoing informal and formal assessment results. 100% of students will be on grade level in math and reading (English and Spanish) 100% of classrooms will have students authentically engaged with an increased level of student empowerment through leadership opportunities.				
Actions			62 of 83 (75%)			
	6/29/17	Purchase Razz Kids Plus and Ten Marks with grant monies and T1 funds	Complete 08/01/2017		Amy Rhyne	08/01/2017
	Notes:	Rhyne and Burgess will follow up with Bookkeeper to contact each company to ensure package meets our needs and budget				
	6/29/17	Leadership will complete Razz Kids Plus and Ten Marks webinars to create teacher accountability assessments	Complete 08/04/2017		Amy Rhyne	08/04/2017
	Notes:	complete webinar create teacher assessment send requirements to teachers to have completed by Aug 17				
	6/29/17	Schedule and add training dates to calendar (Razz Kids Plus and Ten Marks Webinars)	Complete 08/04/2017		Amy Rhyne	08/04/2017
	Notes:	Schedule dates for Razz Kids Plus and Ten Marks Webinars Discuss how to use the data to respond (on demand) to drive instruction Share how to read reports and analyze data				
	6/29/17	Clearly define and train staff on EES core non-negotiables for reading and math.	Complete 08/25/2017		Amy Rhyne	08/25/2017
	Notes:					
	6/29/17	Clearly define and train staff on Tier 2 and 3 process	Complete 09/06/2017		Angela Burgess	09/06/2017
	Notes:					
	6/29/17	Train staff on new block schedule process	Complete 08/25/2017		Angela Burgess	08/25/2017
	Notes:	Review block schedule and sense of urgency it creates Share how interventions work within schedule Discuss flexible pacing Discuss required planning process				
	6/29/17	Train staff on Blended Individualized Learning (BIL) process requirements with IF/TOY	Complete 08/25/2017		Amy Rhyne	08/25/2017

Notes:	Share BIL East process handbook Model BIL lessons and share examples for staff Share the 2 levels of BIL Share approval of implementation process			
6/29/17	Identify RtI Stored Chairs and share expectations	Complete 08/18/2017	Angela Burgess	08/18/2017
Notes:	K - Barquero 1 - Benge 2 - Borkowski 3 - Hughes 4 - Church 5 - Cooke			
6/29/17	Review 2016-17 EOY data and RTI Stored info for each child.	Complete 09/06/2017	Angela Burgess	09/06/2017
Notes:				
6/29/17	Administer online assessments for Ten Marks	Complete 10/03/2017	Angela Burgess	10/04/2017
Notes:				
6/29/17	Create and implement pre-assessment (Math &ELA) aligned to Grade Level Essentials.	Complete 09/08/2017	PLC ELA & Math Partners	09/08/2017
Notes:	PLC/PD - Sept.			
6/29/17	Develop and train staff on BIL accountability checklist (CWT)	Complete 08/25/2017	Angela Burgess	08/25/2017
Notes:	add to ISS EES CWT			
6/29/17	Analyze data from pre-assessments to create aligned differentiated playlists aligned to EES BIL requirements.	Complete 09/08/2017	PLC Data Managers	09/08/2017
Notes:	Homeroom Teachers implement and model BIL process mini-lessons with fidelity for 4 weeks Day 20 is still a training day in classrooms (Sept 25)			
6/29/17	Begin implementation of BIL playlists with fidelity	Complete 09/12/2017	Angela Burgess	09/18/2017
Notes:	Update PDP for any teacher not approved. They will continue working on processes until implemented with fidelity			
6/29/17	Administer 3rd grade BOG, analyze data and make process improvements	Complete 10/04/2017	Grade 3 Teachers	10/06/2017
Notes:				
6/29/17	Administer mClass in grades K-3 and I-Ready in grades 4-5	Complete 09/28/2017	Angela Burgess	09/28/2017

Notes: Partner teachers				
6/29/17	Analyze data from mClass, I-Ready and BOG and make process improvements to instructional practices	Complete 10/04/2017	Angela Burgess	10/13/2017
Notes:				
6/29/17	Administer ISS BA1 and NC POC, analyze data and make process improvements	Complete 11/09/2017	Angela Burgess	11/10/2017
Notes:				
6/29/17	Administer ISS BA2 and NC POC, analyze data and make process improvements	Complete 02/02/2018	Angela Burgess	02/02/2018
Notes:				
6/29/17	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices	Complete 02/06/2018	Angela Burgess	02/09/2018
Notes:				
6/29/17	Administer ISS BA3 and NC POC, analyze data and make process improvements	Complete 04/10/2018	Angela Burgess	04/11/2018
Notes:				
6/29/17	Administer ISS BA4 and NC POC, analyze data and make process improvements	Complete 06/01/2018	Angela Burgess	06/01/2018
Notes:				
6/29/17	Administer and analyze data from mClass & I-Ready and update RTI information for 2018-19 school year	Complete 06/05/2018	Angela Burgess	06/08/2018
Notes:				
6/29/17	Provide ongoing support, training and feedback for BIL (4th week of each month)	Complete 06/05/2018	Angela Burgess	06/08/2018
Notes: Schedule in PD or PLCs each month Including Playlists				
6/29/17	Implement ongoing support, training and feedback for RtI stored. (1st week each month)	Complete 06/05/2018	RTI Chairs	06/08/2018
Notes: Schedule in PLCs				
6/29/17	Analyze tier data and make process improvements based on results (2nd week each month)	Complete 06/05/2018	PLC Chairs	06/08/2018
Notes: PLCs				
6/29/17	Share best practices and instructional strategies (3rd week each month)	Complete 06/05/2018	PLC Chairs	06/08/2018
Notes:				

9/7/17	Create 2017-18 EES BIL Manual with IF/TOY (make edits and updates as need throughout the year)	Complete 08/01/2017	Amy Rhyne	08/01/2017
	Notes:			
9/7/17	Share new PLC weekly meeting requirements with new, aligned template	Complete 08/25/2017	Angela Burgess	08/25/2017
	Notes:			
9/7/17	Administer post-assessments and analyze for any process improvements based on student data results	Complete 09/15/2017	Homeroom Teachers	09/15/2017
	Notes:			
9/7/17	Create PLC PDSA based on formative data results	Complete 09/06/2017	PLC Teams	09/06/2017
	Notes:			
9/7/17	Implement and analyze PLC PDSA results	Complete 09/25/2017	PLC Data Master	09/25/2017
	Notes:			
9/7/17	Implement interventions for all Tier 2 and Tier 3 students	Complete 09/11/2017	Homeroom Teacher	09/11/2017
	Notes:			
9/7/17	Progress monitor all Tier 2 and Tier 3 students with fidelity. Analyze and make process improvements.	Complete 10/20/2017	Homeroom Teacher	10/20/2017
	Notes:			
9/9/17	Purchase The Growth Mindset Coach for each homeroom teacher for the purpose of staff development.	Complete 08/01/2017	Amy Rhyne	08/01/2017
	Notes:			
9/9/17	Lead staff PD activities and discussions from The Growth Mindset and implement in all homerooms each month.	Complete 08/29/2017	Amy Rhyne	08/29/2017
	Notes:			
9/11/17	Provide ongoing training and coaching based on CWT data/feedback	Complete 06/05/2018	Amy Rhyne	06/08/2018
	Notes:			
12/15/17	Identify and schedule individual staff meetings for Tier 2 BIL model classrooms	Complete 10/02/2017	Amy Rhyne	10/02/2017
	Notes:			
12/15/17	Develop BIL Tier 2 Model Classroom Interview questions	Complete 09/22/2017	Amy Rhyne	09/22/2017
	Notes:			
12/15/17	Train staff on Showbie opportunities to give timely, ongoing feedback with students and parents.	Complete 12/05/2017	Carly Roessing	12/05/2017
	Notes:			

12/15/17	Train staff on BIL playlist development process aligned to PBL	Complete 12/12/2017	Lawren Wells	12/12/2017
	Notes:			
12/15/17	MTSS PLC Chairs will schedule support meetings for PLC members to update RTI stored interventions for all students in the PLC	Complete 11/08/2017	MTSS Chairs	11/08/2017
	Notes:			
12/15/17	Update BIL manual including process improvements for next school year (mid year check)	Complete 12/19/2017	Amy Rhyne	12/19/2017
	Notes:			
1/15/18	Create and analyze survey to identify staff PD interests/needs based on staff responses	Complete 01/02/2018	Amy Rhyne	01/02/2018
	Notes:			
1/15/18	Develop and schedule follow up PD based on staff survey responses	Complete 01/08/2018	Angela Burgess	01/08/2018
	Notes:			
1/15/18	Implement aligned PD based on staff survey responses	Complete 01/16/2018	Teacher Leaders	01/16/2018
	Notes:			
2/23/18	Revisit 16-17 EVAAS summative growth	Complete 01/24/2018	PLC Teams	01/31/2018
	Notes:			
2/23/18	Review current class EVAAS growth	Complete 01/31/2018	PLC Teams	02/02/2018
	Notes:			
2/23/18	PLCs plan interventions based on Kennewick model and EIES Spreadsheet	Complete 02/13/2018	PLC Teams	02/16/2018
	Notes:			
2/23/18	Resource prepped and TAs trained on intervention plan	Complete 02/20/2018	Angela Burgess	02/23/2018
	Notes:			
2/23/18	Intervention Implementation	Complete 02/21/2018	Angela Burgess	02/23/2018
	Notes:			
2/23/18	Begin guided PLCs every Tuesday-Thursday for core planning	Complete 02/20/2018	Angela Burgess	02/23/2018
	Notes:			
2/23/18	Monitor Lead Measure data and level of understanding	Complete 06/05/2018	Amy Rhyne	06/08/2018
	Notes:			
2/23/18	Review Q2 formative data	Complete 02/07/2018	PLC Teams	02/09/2018
	Notes:			

4/10/18	Begin teacher tutoring to help provide homeroom teachers with strategies to help their students close content gaps based on assessment data.	Complete 05/08/2018	PLC Teams	05/08/2018
Notes:				
9/9/18	Review EES BIL Manual updates with PLC Teams	Complete 08/23/2018	Amy Rhyne	08/23/2018
Notes:				
9/9/18	Share new PLC weekly meeting requirements with aligned templates and monthly instructional cycles.	Complete 08/23/2018	Angela Burgess	08/23/2018
Notes:				
9/9/18	Train and implement PBL and Blooms to enrich playlists	Complete 08/23/2018	Angela Burgess	08/23/2018
Notes:				
9/9/18	Train and implement Freckle (K-5)	Complete 08/28/2018	Freckle Trainer Online	08/28/2018
Notes:				
9/9/18	Implement EES BOY BIL Lesson Plans for first ten days in all homerooms.	Complete 09/10/2018	Homeroom Teachers	09/10/2018
Notes:				
9/9/18	Purchase Freckle, Razz Kids Plus, EduPuzzle, BrainPop and Showbie per SIT 2017-18 discussions and voting.	Complete 08/01/2018	Amy Rhyne	08/01/2018
Notes:				
9/9/18	Clearly define and train staff on EES core non-negotiables for reading and math.	Complete 08/23/2018	Angela Burgess	08/23/2018
Notes:				
9/9/18	Clearly define and train staff on Tier 2 and 3 process		Angela Burgess	09/12/2018
Notes:				
9/9/18	MTSS PLC Chairs schedules monthly support meetings to coaching		MTSS PLC Chairs	06/10/2019
Notes:				
9/9/18	Review 2017-18 EOY data and RTI Stored info for each child.		PLC Data managers	06/10/2019
Notes:				
9/9/18	Create and administer aligned pre-assessments (Math & ELA)		PLC ELA and Math Chairs	05/31/2019
Notes:				
9/9/18	Create and implement weekly playlists aligned to the essential standards and ongoing data		Angela Burgess	05/31/2019
Notes:				

9/9/18	Analyze data from pre-assessments to create aligned differentiated playlists aligned to EES BIL requirements and ISS essential standards from unpacking documents.			PLC Data Managers	05/31/2019
	Notes:				
9/9/18	Create, implement and analyze PLC Lead Measures based on EOY and monthly data results			Angela Burgess	06/10/2019
	Notes:				
9/9/18	Create, administer post-assessments and analyze for any process improvements based on student data results			PLC data managers	05/31/2019
	Notes:				
9/9/18	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices			Angela Burgess	10/03/2018
	Notes:				
9/9/18	Review playlist and planning maps. Make edit and sort in google doc for schoolwide reference to activities as needed.			Angela Burgess	05/31/2019
	Notes:				
9/9/18	Administer ISS Benchmarks and NC POC, analyze data and make process improvements			Angela Burgess	02/13/2019
	Notes:				
9/9/18	Administer and analyze data from mClass & I-Ready and make process improvements to instructional practices.			Angela Burgess	02/06/2019
	Notes:				
9/9/18	Revisit 2017-18 EVAAS summative growth			Amy Rhyne	10/17/2018
	Notes:				
9/9/18	Administer ISS Benchmarks and NC POC, analyze data and make process improvements			PLC Data Manager	04/17/2019
	Notes:				
9/9/18	Administer ISS Benchmark 3 and NC POC, analyze data and make process improvements			PLC Data Managers	04/17/2019
	Notes:				
9/9/18	Implement teacher tutoring to help provide homeroom teachers with strategies to help their students close content gaps based on assessment data.			PLC Skill Experts	05/31/2019

				Implementation Status	Assigned To	Target Date
		Notes:				
		9/9/18	Administer NC EOG, analyze data and make process improvements for 2019-20 SIP		PLC Data Managers	06/10/2019
		Notes:				
		9/9/18	PLC Intervention Implementation		Homeroom Teachers	10/15/2018
		Notes:				
		9/9/18	Resources prepped and TAs trained on intervention plan		Angela Burgess	10/09/2018
		Notes:				
		9/9/18	PLCs plan interventions based on Kennewick model and EIES Updated Criteria from 2017-2018 effectiveness data		Angela Burgess	10/03/2018
		Notes:				
		9/9/18	Train staff on new monthly Instructional Cycles		Amy Rhyne	05/31/2019
		Notes:				
	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:			East is an MTSS (Multi-tiered system of support) and LiM (Leader in Me) school. Through these two structures all students are supported far beyond academics. Leader in Me provides an environment where teachers build leaders. They focus on students' interests and strengths to help guide them to empowering leadership roles around the school and in their communities. However, there are some students who need more attention and intensive interventions in addition to our core Leader in Me culture. These students become part of MTSS for behavior. Teachers and students in the tier process work productively with counselors to target students emotional or behavioral needs. Once root cause is determined we provide interventions that help support students. Counselors meet with PLC teams every month to update which students receive support, which ones may need to be added based on ODRs and best practices/activities to help teachers in the classroom motivate students along the way.	Limited Development 04/24/2016		
How it will look when fully met:						
Actions						
		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
Initial Assessment:	Iredell-Statesville Schools has a District Support and a District Improvement Team that are responsible for the work set forth in regards to the LEA indicators. Currently, the District Support Team meets quarterly with school administrative teams followed by a closed session support meeting with the principal and executive leadership to assess school progress, needs, and priorities. The District Support team monitors progress toward meeting School Improvement goals. Each principal also meets with Executive Cabinet members at mid-year and end of year to review progress and address next steps. The District Improvement team consists of the following: Deputy Superintendent of Curriculum, Title I/ESL Director, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Coordinator of Disability Services, Assistant Principal, Principal, Teacher of the Year, Director of Elementary Curriculum Support, Director of Secondary Curriculum Support, Executive Director of Professional Development & Support, and parent representation. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms.	Limited Development 04/21/2016		
How it will look when fully met:	The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	**Objective Met 10/16/17**	**Amy Rhyne**	**08/30/2017**
Actions				
12/9/16	Establish team make-up and invite team members.	Complete 03/24/2017	Kelly Cooper	01/13/2017
Notes:	District Support and Improvement Team Members: Jed Stus, Mary Ann Karriker, Kelly Cooper, Kelly Shoffner, Suzanne Wegmiller, Michelle Kendrick			
12/9/16	Establish timelines, meeting dates and agenda expectations	Complete 03/24/2017	Kelly Cooper	01/13/2017

Notes:	District Support and Improvement Team will meet the first Monday of the month at 3:30. Sub committee meets to analyzes SIPs and set agenda at the end of every month. Monitors District Plan and identified items from SIP review.			
12/9/16	Develop team mission/vision.	Complete 03/24/2017	Jed Stus	01/13/2017
Notes:	Vision: supporting schools to develop and sustain effective and efficient Leadership Teams. Mission: Sustained coaching and support of Leadership Teams throughout the stages of school improvement cycle by providing timely feedback, encouraging effective practices and supporting data-driven decision making.			
12/9/16	Determine ground norms.	Complete 03/24/2017	Jed Stus	01/13/2017
Notes:	Norms adopted from Leadership Academy Norms.			
12/9/16	Meeting times/dates/frequency	Complete 03/24/2017	Kelly Cooper	01/13/2017
Notes:	District Support and Improvement Team will meet the first Monday of the month at 3:30.			
12/9/16	Select a "scheduling champion" for the group's meetings and the method of communication.	Complete 03/24/2017	Jed Stus	01/13/2017
Notes:	Mary Ann Karriker will be the District Support and Improvement Team "scheduling champion".			
12/9/16	Identify in advance materials/info needed prior to meetings and "meeting materials champion."	Complete 03/24/2017	Dr. Mary Ann Karriker	01/06/2017
Notes:	Mary Ann Karriker will be the "scheduling champion" for the District Support and Improvement Team. Sub committee will meet to review SIPs and set agenda at the end of every month.			
12/9/16	Identify team member who will collect and distribute additional agenda items.	Complete 03/24/2017	Dr. Mary Ann Karriker	01/06/2017
Notes:	Mary Ann Karriker will be the "scheduling champion" for the District Support and Improvement Team. Sub committee will meet to review SIPs and set agenda at the end of every month.			
12/9/16	Identify meeting facilitator who ensures that we prioritize and address all critical agenda items.	Complete 03/24/2017	Kelly Cooper	01/13/2017
Notes:	Kelly Cooper will serve as the meeting facilitator for the District Support and Improvement Team meetings. Standing agenda item: monitor district plan and identified agenda items from SIP reviews.			
12/9/16	Determine how we will make decisions – by consensus, vote, or other?	Complete 03/24/2017	Kelly Cooper	01/13/2017

	Notes:	Decisions will be made through a consensus.			
	12/9/16	Determine under what circumstances and how we will make decisions outside of group meetings? Through e-mail? Are there some decisions that require discussion?	Complete 03/24/2017	Kelly Cooper	01/13/2017
	Notes:	Decisions will be made through consensus. Small committees will communicate to the whole group. Members not present will be informed through email and/or google docs. Dr. Taylor will break a tie if a disagreement with a decision occurs.			
	12/9/16	Determine means of communication for team members who cannot attend the meeting.	Complete 03/24/2017	Kelly Cooper	01/13/2017
	Notes:	Small committees will communicate to the whole group. Members not present will be informed through email and/or google docs.			
	12/9/16	Determine a protocol to use when disagreement with a decision may occur.	Complete 03/24/2017	Dr. Melanie Taylor	01/13/2017
	Notes:	70% buy in Dr. Taylor will break a tie if a disagreement with a decision occurs.			
	12/9/16	Determine what information will be shared through e-mail?	Complete 03/24/2017	Kelly Cooper	01/13/2017
	Notes:	Any and all as needed. Google docs will be utilized as well.			
	12/9/16	Develop review process and protocols for outcomes and accountability measures.	Complete 08/08/2017	Jed Stus	07/15/2017
	Notes:				

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:		The school leadership team consisting of the principal, two assistant principals and instructional facilitator meet weekly for planning and to review effective practices. The leadership team agendas and meeting minutes are then shared with the staff. The school leadership team also meets weekly with PLCs to review curriculum, data, assist with planning and interventions, and to share best practices . The leadership team also meets monthly with the SIT team to plan and help carry out the school improvement plan.	Full Implementation 03/16/2018		

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
KEY B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Every PLC determines roles at the beginning of the year. Teachers are allowed to collaborate together and choose roles that best fit their personality and support the advancement of their PLC as a team. These roles consist of: grade level chair, recorder, field trip rep, data manager, time keeper, curriculum expert- Reading & Math, planning map facilitator. By creating this structure grade levels are working together to create strong instructional plans. Throughout the year the owner of these roles help facilitate PLCs. The leadership these roles facilitate, helps drive the success of the grade level team.Teachers are also afforded opportunities for leading school level and district level trainings based on their strengths and interests. This level of empowerment and engagement supports the positive performance and growth at our school.	Limited Development 04/24/2016		
How it will look when fully met:				
Actions				
Notes:				

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**
Initial Assessment:	N/A TBD	Limited Development 04/24/2016		
How it will look when fully met:	School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review teacher observation data, that will be provided quarterly by the HR department, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.	**Objective Met 10/16/17**	**Amy Rhyne**	**09/30/2017**
Actions				
3/29/17	Develop schedules for quarterly site visits and data analysis.	Complete 03/30/2017	Melanie Taylor	03/31/2017
Notes:				
3/29/17	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly starting after the 2nd quarter.	Complete 08/08/2017	Jed Stus	06/30/2017
Notes:				
3/29/17	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Dr. Mary Ann Karriker	06/30/2017

Notes:	Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
3/29/17	Select research based professional development aligned with gaps.	Complete 08/08/2017	Jed Stus	06/30/2017
Notes:	Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
3/29/17	Develop continuum of professional development opportunities.	Complete 08/08/2017	Jed Stus	06/30/2017
Notes:	Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
	E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Develop and implement an aligned, clear communication process to be implemented with fidelity by all staff.	Limited Development 08/27/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Staff will develop a school-wide communication process for all staff to implement with fidelity. Parents, staff and students are informed that all communication goes home on Thursdays. First notice of any school-wide events is 10 days prior and second notice is 1-2 days prior to event. All teachers will send home assessment results with progress reports, report cards, and at parent-teacher conferences. Evidence: Parent surveys, hard copies of letters and data reports located in Title 1 notebook, informal feedback, participation at school-wide events	**Objective Met 06/29/17**	**Laura Lilly**	**06/09/2017**
Actions				
	9/17/16	Systems Team will develop, clearly communicate and monitor new school wide communication day process to all staff and parents.	Complete 10/28/2016	Amy Rhyne	10/31/2016
	Notes:	Schoolwide communication day is Thursdays for all staff members, PTO, etc. All memos/letters should be in staff boxes by Wednesday afternoon.			
	9/17/16	Each team/department will establish a clear process for what goes home each Thursday and clarify if they plan to send communication folders more frequently in an effort to clarify for parents with students in multiple grades.	Complete 10/28/2016	Laura Lilly	10/28/2016
	Notes:	Communication Plans per PLC: Kindergarten and Grade 1: Daily Grade 2 and Grade 3: Monday & Thursday Grade 4 and 5: Thursday only			
	9/17/16	All PLC teams will develop and implement a communication plan that emphasizes academics as a priority over negative behavior.	Complete 10/28/2016	Systems Team PLC reps	10/28/2016

Notes:	Plans will be shared as evidence for SIP and communicated with parents as we shift from behavior focus to academic focus. Often times parents ask "Were you good at school today?" rather than "What did you learn today?"				
9/17/16	Implement and analyze ISS Climate Survey parent feedback/ratings focused on communication compared to 2015-16.	Complete 03/08/2017	Laura Lilly	03/20/2017	
Notes:	Parent feedback on communication indicated that East keeps parents frequently informed about academics through a variety of methods including conferences, phone calls, emails, behavior logs, etc (98% average score). Parents also reported that they receive timely responses, and that staff members are easily accessible when they have questions or concerns (96% average score). Parents reported that conferences are made available in the language needed and are made easy to attend by offering multiple times and dates for parents to attend (95% average score). Our average scores this year regarding communication range from 88%-99% which has improved from last year were our average scores ranged 80% to 88% in the areas related to communication. Our scores have improved from last year from 80% average score for staff communicating with parents on how students are graded, 85% average score on information shared in language that is easily understand, 88% average on effectively communicating school's goals and activities, and 84% average score on teachers helping parents understand child's progress.				
9/17/16	All school events will be shared at least ten days prior to the event date with reminders 1-2 days in advance via newsletter, school facebook, school twitter, dojo, school website, etc.	Complete 06/06/2017	Amy Rhyne	06/09/2017	
Notes:	Check progress each month Teams established schedule for communicating with parents weekly. Event reminders were provided via newsletters, school social media, and school website.				
Implementation:		06/29/2017			
Evidence	6/29/2017 East climate survey indicated we exceeded our goal based on parent and staff rating of 93+% This was above ISS rating.				

Experience	6/29/2017 Leadership created a school-wide reporting form. Each grade level rep took the forms back to PLC teams to gather input and make improvements. Established a school-wide communication day and determined what additional days each PLC sent academic reports to parents between progress reports and report cards every 4.5 weeks. Calendar reminders and emails were sent by administration to ensure the process was followed with fidelity. Parent reps gave input to the process and made suggestions for improvements as needed.			
Sustainability	6/29/2017 All staff will continue to use the schoolwide form reporting all benchmark assessment reports between progress reports and report cards. Communication Day and folders will continue to go home every Thursday to keep parents aware of student academic progress/performance between formal school reports. Dojo will be used for ongoing communication celebrations and areas of focus. Parents and PTO gave ongoing feedback to the process.			