

Comprehensive Progress Report

Mission: Teaching the Way that Children Learn, Learning the Way that each Student Finds, Connecting the Way through the Arts, Supporting the Way with Open Minds

Vision: Our vision is to establish and maintain a unique learning environment that incorporates the A+ Philosophy of the integration of the arts, and connects it to each student’s individuality based on the Howard Gardner’s Multiple Intelligence Theory. This environment is to be enriched through both parental and community involvement, in order to best teach the whole child by bringing and blending the strengths of each child’s world view and culture into the instruction of the classroom.

Goals:

All students will show increased growth in math based on universal screener data (STAR) and increased proficiency based on End of Grade assessments.

All students will show increased growth in reading based on universal screener data (STAR) and increased proficiency based on End of Grade assessments.

Davenport teachers will enhance student learning and achievement by establishing a seamless and cohesive curriculum framework that ensures consistent content, skills, and expectations across grade levels, promoting a structured, scaffolded, and vertically aligned educational experience for all students.



! = Past Due Objectives KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
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| 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><i>Initial Assessment:</i></p> <p>Davenport A+ is a PBIS School. All students are taught routines and expectations for each area of the school including the classroom, cafeteria, gym, assemblies, car rider line, buses, Media Center, and hallways. Teachers use teaching, re-teaching, and positive reinforcement to ensure that students are following all routines and expectations. Rewards are offered at each 9 weeks for students who have met all behavior expectations.</p> | <p>Full Implementation 10/05/2022</p> | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | | Curriculum and instructional alignment | | | |
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Grade level teams meet weekly to assess core curriculum needs & resources, supplemental interventions, plan lessons, create assessments, and collaborate. Grade level teams meet once monthly with Administration to discuss core curriculum in ELA and Math as well as intervention progress. Teachers meet 2-3 times yearly with our Connect teachers to plan integrated lessons incorporating arts instruction through music, art, theater, and movement. Grade level also collaborate with Administration and our school psychologist 3 times yearly for MTSS data meetings in order to plan specific, research-based interventions for students with targeted learning needs. | Full Implementation 10/12/2022 | | |

| | A2.06 | ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | <p>Implement Wit & Wisdom in K-5th Grades with fidelity utilizing grade level planning and collaboration to ensure appropriate intervention. Implement Foundations, Heggerty, & Geodes in K-2nd Grade and Foundations in 3rd Grade restructure phonics instruction to increase rigor and overall phonics acquisition.</p> <p>Implement Eureka Math Squared in Kindergarten - 4th Grade for math core. Implement Big Ideas in 5th Grade to increase rigor and meet the learning needs of students.</p> <p>All of these curriculum implementations are intended to increase growth and proficiency in reading and math as indicated by our overall goals for the school year.</p> | Limited Development 10/07/2021 | | | |
| | Priority Score: 2 | Opportunity Score: 3 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | <p>Implement Wit & Wisdom in K-5th Grades with fidelity utilizing grade level planning and collaboration to ensure appropriate intervention. Implement Letterland & Heggerty in Kindergarten and Foundations, Heggerty, & Geodes in K-2nd Grade and Foundations in 3rd Grade restructure phonics instruction to increase rigor and overall phonics acquisition.</p> <p>Implement Eureka Math Squared in Kindergarten - 4th Grade for math core. Implement Big Ideas in 5th Grade to increase rigor and meet the learning needs of students.</p> <p>All of these curriculum implementations are intended to increase growth and proficiency in reading and math as indicated by our overall goals for the school year.</p> | Objective Met 09/11/23 | Jessica Anthony | 06/03/2024 | |
| Actions | | | | | |
| 10/7/21 | Implement Heggerty in K-2 | Complete 06/02/2023 | Joye Eberle | 06/05/2023 | |
| <i>Notes:</i> | | | | | |
| 10/7/21 | Implement Foundations in K-3rd Grade | Complete 06/02/2023 | Robin Clark | 06/05/2023 | |
| <i>Notes:</i> | | | | | |
| 10/7/21 | Implement Big Ideas in 5th | Complete 06/02/2023 | Kathy Hickman | 06/05/2023 | |

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| <i>Notes:</i> | | | | |
| 10/7/21 | Implement Wit & Wisdom in Kinder-5th | Complete 06/02/2023 | Christy Williams | 06/05/2023 |
| <i>Notes:</i> | | | | |
| 10/7/21 | Implement Eureka Math Squared in K-4th Grade | Complete 06/02/2023 | Marjorie Dula | 06/05/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 09/11/2023 | | |
| Evidence | 9/11/2023 K-2 lesson plans show the implementation of Heggerty and Foundations as well as Eureka Math Squared. | | | |
| Experience | 9/11/2023 We purchase curriculum and monitored implementation through lesson plans. | | | |
| Sustainability | 9/11/2023 We will continue work with Heggerty, Foundations, and Wit & Wisdom. We have moved over to Into Math for math core. | | | |

| | A2.15 | Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | <p>This school year we have set a goal to increase reading and math proficiency. In order to do that, we have implemented Wit and Wisdom in 3rd, 4th, and 5th Grade for reading and Engage NY for Math in 1st, 2nd, and 3rd Grades for math. We based the grade level program implementation on the needs as identified in the STAR Reading and STAR Math scores from March 2020.</p> | <p>Limited Development 10/07/2020</p> | | | |
| <i>How it will look when fully met:</i> | <p>When this objective is fully implemented, all teachers in Kinder - 5th Grades will be fully implementing Wit and Wisdom curriculum with fidelity. Additionally, all teachers in Kinder-4th Grades implementing Eureka Math Squared curriculum We will see growth in both math and reading by the end of the school year due to the implementation of Heggerty, Foundations, Geodes, & Wit and Wisdom as well as Eureka Math Squared. Ultimately, we want to see both programs being implemented school-wide by the end of the 2022-2023 school year. Additionally, as an A+ school, we want to enhance our arts integration framework by holding A+ integration meetings which will ensure 2-way collaboration among arts teachers and core area teachers. In this way, students will have access to material in all core and arts classes as well as have multiple ways to both learn and demonstrate mastery according to Howard Gardner's Theory of Multiple Intelligences.</p> | | <p>Jessica Anthony</p> | <p>06/03/2024</p> | |
| Actions | | | 3 of 4 (75%) | | |
| 10/7/20 | <p>Implement Wit and Wisdom in fully in 3rd-5th Grade while supplementing ELA curriculum with Wit and Wisdom in K-2 to increase reading proficiency</p> | <p>Complete 05/28/2021</p> | <p>Emily Watkins</p> | <p>05/30/2021</p> | |
| <i>Notes:</i> | | | | | |
| 10/7/20 | <p>Implement Engage NY to supplement current core math instruction.</p> | <p>Complete 05/28/2021</p> | <p>Brooke Craig</p> | <p>05/30/2021</p> | |
| <i>Notes:</i> | | | | | |
| 10/7/20 | <p>Hold A+ integration meetings to align arts curriculum with core area content</p> | <p>Complete 06/02/2023</p> | <p>Julia Youngsmith</p> | <p>05/30/2023</p> | |
| <i>Notes:</i> | | | | | |
| 9/11/23 | <p>Schedule time for Vertical Alignment meetings through PLCs. Grade levels will create a Vertical Alignment document that starts with the standards and reinforces concepts from previous grade levels.</p> | | <p>Grade Level Teams</p> | <p>06/02/2024</p> | |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | | Data analysis and instructional planning | | | |
| | A3.01 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The School Improvement Team will designate one meeting quarterly to assess school-wide data. The team will be responsible for creating a plan unique to each grade level's needs to identify students in need of interventions. Grade level teams will meet quarterly with administration and the school psychologist to identify those students, review progress monitoring data, and determine whether the student is responding appropriately to the interventions in place. | Limited Development 12/01/2020 | | |
| <i>How it will look when fully met:</i> | | Grade level teams will meet quarterly with administration and the school psychologist to identify those students, review progress monitoring data, and determine whether the student is responding appropriately to the interventions in place. | | Jessica Anthony | 06/07/2021 |
| <i>Actions</i> | | | | | |
| Notes: | | | | | |

| A3.10 | | All teachers use assessment data and match instruction and supports to individual student needs. (6827) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | Grade level teams meet weekly to plan lessons, pacing, share ideas, and monitor student progress. Grade level teams will meet monthly with Administration as part of the initiative to ensure there are focused and intentional conversations about matching instruction to meet student needs. Grade level teams will also meet quarterly with administration and the school psychologist to identify those students, review progress monitoring data, and determine whether the student is responding appropriately to the interventions in place. | Limited Development 12/01/2020 | | |
| <i>How it will look when fully met:</i> | | Grade level teams meet weekly to plan lessons, pacing, share ideas, and monitor student progress. Grade level teams will meet monthly with Administration as part of the initiative to ensure there are focused and intentional conversations about matching instruction to meet student needs. Grade level teams will also meet quarterly with administration and the school psychologist to identify those students, review progress monitoring data, and determine whether the student is responding appropriately to the interventions in place. | | Jessica Anthony | 06/07/2021 |
| <i>Actions</i> | | | | | |
| <i>Notes:</i> | | | | | |

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| Core Function: | Dimension A - Instructional Excellence and Alignment |
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| Effective Practice: | Student support services |
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| 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 |
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| Initial Assessment: | Staff have attended trainings on MTSS; Foundational Core goals are set, but not consistently throughout all grade levels; a process for referring students for possible screening has been put in place and shared with staff; staff meet quarterly to discuss Tier II and Tier III students; a Student Support Management Team also meets weekly to discuss students academics, behaviors, and social-emotional needs; staff still struggle to determine a solid intervention that correlates to the specific deficit that can be progress monitored while having a pre/post test; core instruction does not appear to be solid across the board consistently per a variety of data; the district has planned to develop Leadership Cohorts to go through the training modules and to include staff in the process. Davenport has an established MTSS Leadership team including the following staff: Robin Clark (Kinder), Marjorie Dula (1st grade), Allison Winkler (2nd grade), Carly Schwartz (3rd grade), Christy Williams (4th grade), Kathy Hickman (5th Grade), Dylan Youngsmith (Connect), and Lynette Shelby (ESL) along with Jessica Anthony and Tracey Harris (administration). | Limited Development 09/27/2016 | | |
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| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
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| How it will look when fully met: | <p>This indicator will be fully implemented, yet continuous, when teachers meet on a regular basis to discuss Foundational Core instruction and the needs of all students; students not making adequate progress will possibly move to Tier II or Tier III if necessary in the MTSS (Multi-tiered System of Support) framework; As a school, we will show positive growth on End of Grade Test results and/or benchmark assessments through strengthening our Foundational Core; staff will be trained on the MTSS modules for school improvement; research based interventions will be evident; frequent progress monitoring will occur to help determine the effectiveness of the intervention; staff will be implementing with fidelity meaning the practices and data-based decisions are conducted properly and are therefore more likely to be effective; discipline referrals will decrease and student proficiency will increase</p> <p>Possible Evidence Artifacts: Foundational Core goals for all grade levels; meeting minutes; Benchmark/assessment data; End of Grade Test data; evidence of completed training on the modules; PBIS (Positive Behavior Intervention Support) data; sample data notebook</p> | | Objective Met 10/05/22 | Jessica Anthony | 06/07/2022 |
| Actions | | | | | |
| 9/24/18 | Hire a Part Time Academic and Behavior Intervention Support Coach (using a variety of funding sources) to assist and intervene with groups of students using Imagine Learning to Improve Reading skills | | Complete 11/13/2018 | Kelly Smith | 10/31/2018 |
| <i>Notes:</i> Part Time as funding allows for the 2018-2019 school year | | | | | |
| 9/24/18 | Teachers will create daily lesson plans using commoncurriculum.com, an online site for creating, storing, and sharing lesson plans that meet the needs of all students; Administration and Instructional Facilitator will be monitoring lesson plans as well as the district; Admins/Instructional Facilitator will create a Google Doc to track lesson plan checks for accountability purposes on all ends as well as document feedback to use for evaluation purposes | | Complete 06/07/2019 | Kelly Smith; Randy Hart; Angela Steele | 06/07/2019 |
| <i>Notes:</i> Lesson plans will be checked weekly; official date to start checking lesson plans will be September 28th, 2018 | | | | | |
| 9/24/18 | Review, discuss, and evaluate the results of the NC Teacher Working Conditions Survey as it relates to curriculum and instruction; Create an action plan as needed for improvement | | Complete 06/07/2019 | Staff | 06/07/2019 |
| <i>Notes:</i> | | | | | |

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| 9/24/18 | Select a Leadership Team for MTSS Cohort I; The team will attend professional development as well as district scheduled meetings | Complete 06/07/2019 | Kelly Smith | 06/07/2019 |
| <i>Notes:</i> | | | | |
| 9/24/18 | Funding for subs may be needed to allow staff opportunities to attend Professional Development in the areas of reading and math | Complete 06/07/2019 | Kelly Smith | 06/07/2019 |
| <i>Notes:</i> | | | | |
| 9/23/18 | Administration/Instructional Facilitator will meet at least once a month with grade levels to review student data and evaluate the effectiveness of Foundational Core instruction (1st Wednesday of every month will be data meetings) | Complete 06/07/2019 | Kelly Smith | 06/07/2019 |
| <i>Notes:</i> | | | | |
| 9/23/18 | Teachers will create and maintain a data notebook to be reviewed and utilized with data decision making in order to create a plan for students not making adequate progress | Complete 06/07/2019 | Staff | 06/07/2019 |
| <i>Notes:</i> | | | | |
| 9/23/18 | Staff will meet quarterly or as schedule is needed to discuss Intensive level students needing possible Tier III interventions as well as the progress/status on Tier II /Tier III students; Funding will need to be provided for subs in order to allow teachers adequate time to meet with the MTSS team for status updates and team input/next steps in regards to interventions | Complete 06/07/2019 | Staff | 06/07/2019 |
| <i>Notes:</i> | | | | |
| 9/23/18 | Students who did not pass the End of Grade Reading Test last year, nor the Read to Achieve Test this year will be utilizing Imagine Learning, a research based instructional tool, to help improve student reading skills; English Learners (ELs) will also utilize Imagine Learning and possibly LLI as needed to improve reading skills | Complete 06/07/2019 | Angie Hartley | 06/07/2019 |
| <i>Notes:</i> | | | | |
| 9/6/19 | Admin will create an MTSS survey to determine teachers' current knowledge of MTSS and level of comfort with implementation. | Complete 10/08/2019 | Jessica Anthony | 12/17/2019 |
| <i>Notes:</i> | | | | |
| 9/6/19 | Admin will schedule Data Days to give teachers opportunities to discuss in detail student data, deficits, and areas of improvement. | Complete 12/06/2019 | Jessica Anthony | 06/05/2020 |
| <i>Notes:</i> | | | | |
| 5/6/21 | Put School-wide MTSS Plan on paper as a guide for new teachers and/or new to Davenport A+ teachers. | Complete 05/30/2022 | MTSS Leadership Team | 05/30/2022 |

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| <i>Notes:</i> | | | | |
| 9/4/19 | Admin will meet monthly with Grade levels for PD associated with the MTSS process. | Complete 06/07/2022 | Jessica Anthony | 06/07/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 10/05/2022 | | |
| Evidence | 10/5/2022 We have a fully implemented MTSS framework and process and a school-specific guide for all teachers. Teachers meet monthly with administration to discuss core and at the BOY, MOY, and EOY to discuss tier 2 and 3 interventions. | | | |
| Experience | 10/5/2022 We have a fully implemented MTSS framework and process and a school-specific guide for all teachers. Teachers meet monthly with administration to discuss core and at the BOY, MOY, and EOY to discuss tier 2 and 3 interventions. | | | |
| Sustainability | 10/5/2022 We have a fully implemented MTSS framework and process and a school-specific guide for all teachers. Teachers meet monthly with administration to discuss core and at the BOY, MOY, and EOY to discuss tier 2 and 3 interventions. | | | |

| | A4.04 | The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | Davenport A+ will work with our school counselor to develop and implement a comprehensive Social Emotional Learning curriculum to best support the needs of students following the shutdown due to COVID-19. We will conduct an initial training to introduce teachers to the strategies and rationale behind them. All teachers will complete the SEL Training through the Friday Institute to familiarize themselves with the CASEL competencies: Self-Awareness. Understanding your emotions and thoughts and how they influence your behavior; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills. | | Limited Development 10/07/2020 | | |
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | When this objective is fully met, there will be visible SEL strategies in every classroom including the color regulation charts, SEL lessons, and a mutual respect of others within the classroom environment. Davenport A+ will work with our school counselor to develop and implement a comprehensive Social Emotional Learning curriculum to best support the needs of students following the shutdown due to COVID-19. We will conduct an initial training to introduce teachers to the strategies and rationale behind them. All teachers will complete the SEL Training through the Friday Institute to familiarize themselves with the CASEL competencies: Self-Awareness. Understanding your emotions and thoughts and how they influence your behavior; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills. | | Objective Met 09/11/23 | Jessica Anthony | 05/28/2023 |
| Actions | | | | | |
| 10/7/20 | Teachers implement the zones of regulation color codes tailored to their classroom needs to check in with students and acknowledge social/emotional states prior to learning. | | Complete 05/07/2021 | Jessica Anthony | 05/28/2021 |
| <i>Notes:</i> | | | | | |
| 10/7/20 | Conduct a school-wide introduction to Social Emotional Learning. | | Complete 08/19/2020 | Jessica Anthony | 08/28/2021 |
| <i>Notes:</i> We will introduce staff to the core competencies of CASEL and initially encourage practical SEL strategies for teachers to begin using immediately when school starts. | | | | | |

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| 5/6/21 | Meet with SST Monthly to assess student behaviors and/or provide social/emotional training for teachers based on grade level needs. | Complete 05/30/2023 | Danelle Kiziah | 05/30/2023 |
| <i>Notes:</i> | | | | |
| 10/7/21 | Analyze Panorama Data from the Spring and Fall of 2021. Compare and contrast the changes and develop action steps to address deficits. | Complete 06/05/2023 | Danelle Kiziah & SEL Team | 06/05/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 09/11/2023 | | |
| Evidence | 9/11/2023 We have fully implemented our SEL curriculum through Zones of Regulation. Each classroom has its own unique way of teaching and reinforcing the Zones. | | | |
| Experience | 9/11/2023 We have fully implemented our SEL curriculum through Zones of Regulation. Each classroom has its own unique way of teaching and reinforcing the Zones. | | | |
| Sustainability | 9/11/2023 Continued support from our school Counselor. | | | |

| | 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 |
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| Initial Assessment: | | | Davenport A+ will work with our school counselor to develop and implement a comprehensive Social Emotional Learning curriculum to best support the needs of students following the shutdown due to COVID-19. We will conduct an initial training to introduce teachers to the strategies and rationale behind them. All teachers will complete the SEL Training through the Friday Institute to familiarize themselves with the CASEL competencies: Self-Awareness. Understanding your emotions and thoughts and how they influence your behavior; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills. | Limited Development 10/05/2022 | | |
| | | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| How it will look when fully met: | | | Davenport A+ will work with our school counselor to develop and implement a comprehensive Social Emotional Learning curriculum to best support the needs of students following the shutdown due to COVID-19. We will conduct an initial training to introduce teachers to the strategies and rationale behind them. All teachers will complete the SEL Training through the Friday Institute to familiarize themselves with the CASEL competencies: Self-Awareness. Understanding your emotions and thoughts and how they influence your behavior; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills. | Objective Met 09/20/23 | Jessica Anthony | 06/03/2023 |
| Actions | | | | | | |
| | 10/5/22 | Conduct a school-wide SEL training | | Complete 08/22/2022 | Jessica Anthony | 08/30/2022 |
| <i>Notes:</i> | | | | | | |
| | 10/5/22 | Conduct monthly SEL team meetings to disseminate best practices when it comes to social emotional learning | | Complete 06/01/2023 | Kathy Hickman | 06/01/2023 |
| <i>Notes:</i> | | | | | | |
| Implementation: | | | | 09/20/2023 | | |
| Evidence | | | 9/20/2023 Students have a daily morning meditation based on the Zones of Regulation and teachers reinforce the concepts of the Zones throughout the day. | | | |

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| Experience | | 9/20/2023 We have implemented the Zones of Regulation school-wide and conducted monthly SEL team meetings. | | | |
| Sustainability | | 9/20/2023 Access to the Zones of Regulation Curriculum | | | |
| 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: | | Teachers meet with specialists and administration at the end of the year to determine students current level of progress and what supports they need going into the next grade level. Teachers work together to create class lists based on student progress, proficiency, growth, and behavior. The Administration and the School Psych also work together at the beginning of the school year to give teachers a list of students of concern and those "on watch" so teachers can provide the appropriate interventions and supports from the beginning of the year. 5th Grade students are taken on a tour of their respective middle schools to meet teachers, counselors, and other support staff as they move to the next level. | Full Implementation 10/12/2022 | | |

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| Core Function: | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | Strategic planning, mission, and vision | | | |
| | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Davenport A+ has an established School Improvement Team that meets monthly to discuss core instruction, MTSS implementation, supplemental support, interventions, resources, core curriculum, intervention programs, and other items pertinent to our core instruction and MTSS implementation. | Full Implementation 10/11/2022 | | |
| 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 |

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| Initial Assessment: | Instructional Teams meet twice monthly or more to review implementation of curriculum, effective instructional practices and student progress. Grade level teams meet with the Principal and School Psychologist to review data and determine progress on foundational core plans as well as supplemental support plans every 9 weeks. | Full Implementation 01/23/2023 | | |
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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | Distributed leadership and collaboration |
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| 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 |
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| Initial Assessment: | | Davenport A+ has established a system of committees to provide Professional Development for faculty members and School Improvement opportunities through collaborative efforts. Each committee utilizes a formal team structure to delegate duties and responsibilities. - Davenport A+ has implemented Vertical Alignment PLCs to ensure teachers are using best practices in all grade levels with curriculum alignment. - The structure of Davenport's master schedule provides equitable time for each teachers instructional planning. - Davenport has created a team structure through opportunities to collaborate and discuss curriculum, instruction, and school improvement. | Full Implementation 10/12/2022 | | |

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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | Monitoring instruction in school |
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| 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 |
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| Initial Assessment: | | The principal utilizes the NCEES system for evaluation and classroom walk throughs to provide continuous, timely, and constructive feedback regarding instruction. Both formal and informal observations are regularly performed to aid in each teacher's professional development and improvement. Professional Development Plans are developed collaboratively with administration to assist teachers in creating goals that are specific, measurable, achievable, realistic, and timely. Weekly communication is sent to all staff informing them of upcoming events and providing feedback regarding previous events. | Full Implementation 10/12/2022 | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
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| 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> | | | The Leadership Team established that the school utilizes data to make decisions about school improvement. however the same can not be said about informing decision regarding Professional Development. Davenport analyzes multiple sources to inform the school improvement process; PBIS, MTSS, Star Testing, classroom data, and standardized tests are all taken into consideration before school improvement goals are put into place. The Leadership Team agreed that Professional Development offered does not target the specific needs of grade level and does not sufficiently differentiate to meet their needs. Data source should be more sufficiently utilized to provided Professional Development more suited to the school and specific grade levels. | Limited Development 10/31/2016 | | |
| | | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | | | Dr. Anthony, the MTSS Team, School Psychologist, and Lead Speech Path along with grade levels will look at data regularly as outlined: weekly with grade level teams and every 6 weeks during Data Days with the principal & School Psychologist, and Lead Speech Pathologist to target student groups and provide interventions as necessary. | | Jessica Anthony | 06/07/2023 |
| <i>Actions</i> | | | | 0 of 2 (0%) | | |
| | 10/4/19 | | Bi-monthly data meetings with grade levels and Admin to analyze student data, progress monitor, and plan interventions for students as necessary. | | Jessica Anthony | 06/07/2023 |
| <i>Notes:</i> | | | | | | |
| | 10/4/19 | | Grade Levels will meet every 6 weeks for data days to view and analyze specific student data reports, group students, and target those in need of Tier 2 and Tier 3 interventions. Principal will provide money for substitutes | | Jessica Anthony | 06/07/2023 |
| <i>Notes:</i> | | | | | | |
| <i>Implementation:</i> | | | | 05/06/2021 | | |

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|-----------------------|--|--|--|--|
| Evidence | 9/2/2020 We held weekly data meetings and an every 6 week MTSS meeting to review data and ensure proper interventions were in place for students. | | | |
| Experience | 9/2/2020 | | | |
| Sustainability | 9/2/2020 We will continue with our MTSS plan and monthly meetings with Admin, SST, and other stakeholders to ensure proper interventions are in place for students. | | | |

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| Core Function: | Dimension C - Professional Capacity |
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| 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:

At the LEA level, various methods of recruiting, hiring, and retention are utilized. Methods include attending job and career fairs for educators at various universities and other agencies. The LEA also uses extensive advertising methods for recruiting teachers, including using Facebook, district website, state website and

other electronic and print media outlets. The Human Resources staff monitors all recommendations for employment to make sure that classroom teachers employed to teach in identified low performing/Title I schools are Highly Qualified in the areas assigned to teach. Certified employees are evaluated according to the North Carolina Educator Evaluation process. All observers who conduct evaluations, including administrators and peer observers are trained on both the instrument and electronic evaluation system (NCEES).

At the school level Davenport utilizes their facebook and webpages to inform and entice possible employees. In order to keep current employees and recruit others the school has multiple means of rewarding its faculty and staff members for their work and commitment. Davenport provides its staff with priority parking, casual dress days, Employee of the Month, and staff awards that that incorporate the school theme. Replacing faculty members is a joint effort with the Human Resources Department. The school and HR staff work collaboratively to post positions in a timely manner to ensure the school receives an ideal pool of candidates. Once the position is posted the school uses a systematic procedure for assessing resumes and interviewing candidates. Davenport uses various forms of evaluation to ensure our teachers continue to grow as educators. Administration uses walk through and observation data to assess teachers. The NCEES system is used to provide a structure for reflection and goal setting each school year.

Full Implementation
10/12/2022

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| 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> | | | Teachers communicate with parents via Talking Points which is a 2-way communication platform synced with PowerSchool. Administration can communicate with parents on both Talking Points and Blackboard. We want to increase our parent engagement through both of these avenues. | Limited Development 10/05/2022 | | |
| <i>How it will look when fully met:</i> | | | When this objective is fully met, we will have 80% or more attendance at parent nights, a weekly parent newsletter posted on social media as well as sent via Blackboard and/or Talking Points, increase volunteer hours within the school, and positive feedback on our Title I parent engagement survey at the end of the year. | | Jessica Anthony | 06/03/2023 |
| Actions | | | | 0 of 3 (0%) | | |
| | 10/5/22 | | Plan Reading Night in the Fall for parents to learn strategies for how to support their child's reading progress at home. | | Tracey Harris | 06/01/2024 |
| | | | <i>Notes:</i> | | | |
| | 10/5/22 | | Plan a Math/Science/STEM night in the Spring to help parents learn how to support their child's math progress at home. | | Tracey Harris | 06/01/2024 |
| | | | <i>Notes:</i> | | | |
| | 10/5/22 | | Send out a monthly parent flyer via social media and Talking Points to keep parents engaged in school activities. | | Jessica Anthony | 06/01/2024 |
| | | | <i>Notes:</i> | | | |