

Comprehensive Progress Report

Mission: Mission Statement: Committed to academic excellence, inspiring all students to reach their full potential.

Vision: Vision Statement: Helping each student reach their full potential through passion, trust, and inspiration.

Goals:

Increase growth and proficiency in reading and math as evidenced by STAR, MClass and EOGs to make statistically significant progress gains in reading and math.

Increase fidelity of Implementation of MTSS with successful execution and documentation of Tier II and Tier III supports for math, reading, and behavior.

Increase parent and community involvement.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Principal led PLCs occur weekly with all grade levels. SIT meetings are centered around increased academic achievement.	Limited Development 10/26/2022			
How it will look when fully met:		When fully implemented, PLCs will be built around the guiding questions of the PLC: What do students know, what do we want them to learn, how will we know they have learned it, and what will we do if they don't learn it? This includes frequent data analysis, backwards design including pre and post tests with fluid movement into and out of intervention groups.		Monica Martin	06/20/2024	
Actions			0 of 1 (0%)			
	10/26/22	Provide PD in the guiding questions of the PLC.		Monica Martin	09/30/2024	
Notes:						
	A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Currently, HES is fully embracing the weekly PLC, which is focused on the MTSS process with student growth in mind. We are not, however, utilizing backwards design and planning, nor do we have vertical PLCs. Teachers do collaborate, but this collaboration isn't formalized in any way or documented in any way, other than that it shows up in common lesson plans for some grade levels.	Limited Development 03/27/2023			
How it will look when fully met:		When this objective is fully met, teachers will routinely work together in PLCs to determine priority standards, pre-test items, post test items, and make plans for re-teaching/enriching. Teachers will also spend 10 minutes in faculty meetings in vertical alignment conversations. Additionally, teachers will observe a peer one time per quarter.		Jennifer Bigley	06/03/2024	
Actions			0 of 1 (0%)			
	4/26/23	Dedicate 10 minutes per faculty meeting to conversations toward vertical alignment.		Amanda Marley	06/01/2024	
Notes:						

	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
<i>Initial Assessment:</i>			We have consistent matrices posted throughout the school and classrooms. We recite daily as a school our school accountability pledge led by students. We have decided to return to the research phase of documenting consistent interventions put in place to help support holding high expectations for all students in meeting behavioral expectations. Each classroom provides stakeholders with clear expectations. We understand there is still a need for clear rewards and consequences school-wide in order to provide the best environment for all students.	Limited Development 07/19/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Behavior expectations will be consistent throughout the building with minors and majors entered consistently into Educator's Handbook. Recognitions will occur quarterly and yearly for students who meet expectations. PBIS will promote a safe, positive learning environment for all students.		Jennifer Bigley	06/16/2024
Actions				13 of 18 (72%)		
	7/19/17	PBIS committee will be sent to PBIS Module 1 training.		Complete 07/24/2017	Rebecca Summer	07/25/2017
<i>Notes:</i> We have a team of 10 faculty members going to Greensboro to complete PBIS training.						
	9/27/17	Meet with the county level PBIS representative (Clarissa Mitchell) to gather further data and collaboration for a future plan.		Complete 10/10/2017	Adam Windmiller	10/10/2017
<i>Notes:</i>						
	10/13/17	Create matrix for school in the different areas around the school		Complete 06/08/2018	Adam Windmiller	12/13/2017

<i>Notes:</i>				
7/11/18	Give staff professional development during the first day teachers are back. This professional development will be done by members of the PBIS team. The entire faculty and staff will attend.	Complete 08/21/2018	Adam Windmiller	08/21/2018
<i>Notes:</i>				
7/11/18	Put up all paraphernalia for PBIS in the school building. This will include the matrix and rules posted throughout the building.	Complete 09/01/2018	Adam Windmiller	09/01/2018
<i>Notes:</i>				
7/11/18	Have monthly PBIS meetings through out the year. During these meetings we will discuss how PBIS is going and any changes that need to be made.	Complete 06/10/2019	Jennifer Phillips and Emily Buckland	06/10/2019
<i>Notes:</i>				
7/11/18	Survey staff to find out what the PBIS team needs to monitor and adjust.	Complete 12/04/2019	Jennifer Phillips and Emily Buckland	06/10/2019
<i>Notes:</i>				
7/11/18	Discuss and get feedback during at least two SIT meetings this year.	Complete 12/04/2019	Adam Windmiller	06/10/2019
<i>Notes:</i>				
5/26/21	Every classroom will review and define school and classroom expectations in age-appropriate language.	Complete 09/07/2021	Emily Buckland	10/01/2021
<i>Notes:</i> Teachers will submit their classroom behavior plan aligned to the school and classroom matrix within the first 10 instructional days.				
5/26/21	Review behavior interventions, current incident form, and data documentation during the opening faculty meeting.	Complete 08/18/2021	Emily Buckland	10/01/2021
<i>Notes:</i>				
5/26/21	Review behavior tiers (minor/major), current incident form, flow chart <including designated next step supports>, and data documentation during the opening faculty meeting.	Complete 08/18/2021	Emily Buckland	10/01/2021
<i>Notes:</i>				
5/26/21	Review matrix with all staff at the opening meeting.	Complete 08/18/2021	Emily Buckland	10/01/2021
<i>Notes:</i>				
5/26/21	Ensure all staff has the school-wide matrix visible in the classroom.	Complete 09/07/2021	Emily Buckland	12/01/2021
<i>Notes:</i>				
4/26/23	Establish PBIS committee and conduct monthly meetings to discuss behavior trends, data, rewards and recognitions.		Ashlyn Gibson	05/01/2024
<i>Notes:</i>				

4/26/23	Provide professional development in PBIS specifically related to handbook and systems in procedures protaining to tiers.		Ashlyn Gibson	06/01/2024
<i>Notes:</i>				
10/25/21	Review of School Minor and Major Discipline Reports and Trends Quarterly		Jennifer Bigley	06/30/2024
<i>Notes:</i> To be completed at Faculty Meetings once per nine weeks				
10/25/21	Review of Student Supports bi-monthly in HELP Team.		Ashlyn Gibson	06/30/2024
<i>Notes:</i>				
9/13/22	Implement quarterly and yearly recognition for all students who met PBIS expectation of NO major incidences in Educator's Handbook		Monica Martin	06/30/2024
<i>Notes:</i>				
Implementation:		12/04/2019		
Evidence	11/22/2019 All PD was given, survey given, signs up and discussed with children.			
Experience	11/22/2019 PBIS was a great initiative to begin. We are working to continue train and meet with fidelity in every classroom and hallway schoolwide.			
Sustainability	11/22/2019 We will need meetings to discuss discipline reports, what is working and not, use of buzzbucks, and time to share. Reiterating consistent school wide expectations.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our district has several adopted curricula that govern instruction to a great extent. These include Foundations, Heggerty, and Wit and Wisdom for Reading. We will be adopting a curriculum for math next year which will govern instruction to a great degree in math as well.</p> <p>Aside from this, grade levels work together to plan instruction, but these units of instruction are not formally assessed for effectiveness in any way.</p>	Limited Development 03/27/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will work together in the PLC to discuss and plan units of instruction for reading, math, science, and social studies. Teachers will pull priority standards from these units to discuss and assess with common formative assessments.		Jennifer Bigley	06/03/2024
Actions			0 of 2 (0%)		
	3/27/23	Teacher include learning targets (in the form of I Can statements) posted in classrooms daily, and build capacity throughout the year to include success criteria along with learning targets.		Monica Martin	06/01/2024
	<i>Notes:</i>				
	7/31/23	Utilize online curricula to support learning objectives in the classroom.		Laura Holman	06/30/2024
	<i>Notes:</i>				

	A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers utilize the standard course of study for NC, and they implement district initiated programs including Wit and Wisdom, Heggerty, Foundations, and Into the Math (new math curriculum). Although teachers have an understanding of the NCSCOS, they need to gain a better understanding of backwards design and breaking down content into prerequisite skills and new skills.</p>	<p>Limited Development 09/13/2023</p>			
<i>How it will look when fully met:</i>	<p>When fully implemented teachers will have a strong understanding of the NCSCOS including prerequisite skills, grade level skills and assessment practices for pre and post tests. They will also have a systematic approach for providing grouping and interventions when students are not proficient. They will utilize HIVE time to provide remedial support as well as enrichment, planning across the grade level utilizing additional supports as necessary.</p>		<p>Amanda Marley</p>	<p>06/30/2025</p>	
Actions					
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers assign Lexia Core 5 to provide adaptive practice for students in Reading. Teachers assign Freckle Math to provide adaptive practice and skill practice for students in Math. Administration facilitates fidelity checks each nine weeks to discuss student progress, data, and implementation efforts.	Limited Development 01/10/2023		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Teachers will have a better understanding of how to utilize online tools and practice to monitor student progress towards proficiency standard by standard. Teachers will understand how to conference with students about their progress and intervene as necessary when students are struggling. Teachers will understand how to monitor student engagement with online tools and be able to provide incentives for students to increase engagement and thus increase fidelity of practice.	Objective Met 06/02/23	Monica Martin	06/20/2023
Actions					
	3/27/23	Utilize Core 5 in classroom instruction to support student deficits in reading.	Complete 06/01/2023	Monica Martin	06/01/2023
<i>Notes:</i>					
	3/27/23	Utilize Freckle Math a minimum of 3 times per week to strengthen skills in math	Complete 06/01/2023	Monica Martin	06/01/2023
<i>Notes:</i>		Our data suggests that Freckle use is consistent at an average of 3 times per week.			
<i>Implementation:</i>			06/02/2023		
<i>Evidence</i>		6/2/2023			
<i>Experience</i>		6/2/2023			
<i>Sustainability</i>		6/2/2023			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
!	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have a MTSS School Leadership team that meets monthly. Within the team we have members that represent on a district wide vertical alignment MTSS team. We complete MTSS paperwork for academics, behavioral and social emotional supports to meet the needs of the whole child. We are currently working towards consistent documentation and implementation of interventions to support student success and align with our school values, mission, and vision.	Limited Development 12/04/2019		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			All students will receive academic, behavioral, and social emotional interventions needed using a Standard Treatment Protocol in order to be as successful as possible within the school environment.		Michelle Hunt	06/30/2023
Actions				13 of 14 (93%)		
	2/5/20		Organize student data in crates utilizing colored folders and labels to create documentation for all students on all plans.	Complete 06/08/2020	Jeni McNulty	06/30/2020
<i>Notes:</i>						
	3/3/20		Faculty will implement end of year transition of data from HIVE supplemental groups in order to not lose instructional supplemental supports from end of year to beginning of year.	Complete 09/30/2020	Michelle Hunt	10/01/2020
<i>Notes:</i>						
	2/24/21		Complete Corrective Action Videos for all Instructional Staff	Complete 02/24/2021	Jeni McNulty	02/26/2021
<i>Notes:</i>			Staff watched corrective action videos and signed sheet. Submitted sign in sheet to EC Director, Travis Gillespie by email and courier.			
	5/6/20		Complete FAM-S with all staff	Complete 05/26/2021	Jeni McNulty	06/01/2021
<i>Notes:</i>			Completed FAM-S on May 8, 2020 with District Staff as an indication of where we are and need to be to continue implementation of MTSS and reaching the needs of all students. We will reassess using the same survey Spring 2021.			

9/30/20	Create new folders for incoming students to our school after the first nine weeks. Teachers will add documentation of interventions each nine weeks depending on the needs determined from the universal screener.	Complete 05/26/2021	Michelle Hunt	06/01/2021
<i>Notes:</i>				
5/26/21	Review and revise the master schedule and duty schedule to maximize school-wide intervention time.	Complete 08/23/2021	Michelle Hunt	10/01/2021
<i>Notes:</i>				
5/26/21	Complete FAM-S with all staff	Complete 04/08/2022	Jeni McNulty	06/01/2022
<i>Notes:</i>				
5/26/21	Review and update MTSS data folders. Teachers will add documentation of interventions every nine weeks depending on the needs of the student.	Complete 06/01/2022	Michelle Hunt	06/01/2022
<i>Notes:</i>				
10/25/21	Wit and Wisdom Reading curriculum implemented school-wide with social emotional learning embedded as well as instructional differentiation.	Complete 02/02/2022	Jeni McNulty	06/30/2022
<i>Notes:</i>				
5/26/21	Aligning county standard treatment protocol to meet the needs of HES students.	Complete 06/01/2023	Michelle Hunt	06/01/2023
<i>Notes:</i>				
9/13/22	Facilitate monthly MTSS meetings during PLC time to discuss student progress and documentation	Complete 06/01/2023	Jennifer Bigley	06/30/2023
<i>Notes:</i>				
11/14/22	Tutors will work with students weekly to support their learning in Tiers II and III.	Complete 06/01/2023	Jennifer Bigley	06/30/2023
<i>Notes:</i> Tutors will keep up with times met with each student. Teachers will input data in MTSS spreadsheet to measure student growth and how students respond to interventions.				
12/4/19	Members of the MTSS team will learn to document in the new district platform, RTI Source	Complete 06/01/2023	Michelle Hunt	06/30/2023
<i>Notes:</i>				
9/18/23	Implement Math Fact Practice daily for students to develop automaticity in math skills.		Jennifer Bigley	06/01/2024
<i>Notes:</i>				
Implementation:		06/02/2023		

<i>Evidence</i>	6/2/2023			
<i>Experience</i>	6/2/2023			
<i>Sustainability</i>	6/2/2023			

!	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
<i>Initial Assessment:</i>			<p>We have a HELP team to discuss students with multiple areas of concern.</p> <p>Completed Darkness to Light training with staff & Think First Stay Safe with kindergarten October 2019.</p> <p>Recompleted Darkness to Light training with all staff October 2021.</p> <p>Completed ACES Resilience training convocation by CCS superintendent in August 2019.</p> <p>HELP team presents at PLCs monthly.</p> <p>Completed grief in schools training March 2021.</p> <p>Character traits - lessons shared, students recognized in the classroom, grade level, and school-wide</p> <p>Social-emotional lessons and choice boards created and shared with all students monthly.</p> <p>Safe Schools trainings include Social Emotional Learning modules. Counselors will provide follow-up with team PLC meetings to review and answer questions/concerns about training and applying what is learned to support all students.</p> <p>Using matrix to document student behaviors to guide supports provided for student success.</p>	Limited Development 12/04/2019		
<i>How it will look when fully met:</i>			<p>Having accessible supports and interventions for all teachers.</p> <p>Necessary documentation to place students in appropriate programs.</p> <p>Reduction in discipline referrals related to mental health issues.</p> <p>Reinstate second counselor to full time.</p>		Ashlyn Gibson	06/01/2023
Actions				18 of 19 (95%)		
	3/10/20	School administration will attend Reconnect for Resilience sponsored by the district Mental Health Task Force.		Complete 04/29/2020	Rebecca Summer	05/01/2020

	<i>Notes:</i> Assistant Principal completed training in March 2020. Principal completed training July 2020.			
5/6/20	Complete FAM-S with all staff	Complete 06/01/2020	Jeni McNulty	05/11/2020
	<i>Notes:</i> Completed FAM-S on May 8 with District Staff as an indication of where we are and need to be to continue implementation of MTSS and reaching the needs of all students.			
4/22/20	Teachers and staff will reach out to students and families to check on well-being and personal needs by phone calls, emails, and video conferences.	Complete 06/01/2020	Bethany McRary	06/12/2020
	<i>Notes:</i>			
2/5/20	5th grade will complete the Why Try program.	Complete 02/19/2020	Jennifer Phillips	06/30/2020
	<i>Notes:</i> Completed Twice			
2/5/20	Planning SEL videos, and counselor referrals to put in place as a behavioral intervention in all classrooms prior to office referrals.	Complete 05/26/2021	Ashlyn Gibson	06/01/2021
	<i>Notes:</i> Moved away from planning Back up Unit as it wasn't aligned with our schoolwide goals and how to intervene to help support all students. We are also working through our MTSS goal to work to meet the needs of the whole child through interventions.			
2/5/20	Childhood Adolescent Health class will be taught to 5th graders.	Complete 02/27/2020	Ashlyn Gibson	06/30/2021
	<i>Notes:</i> Unable to complete in 2020 due to school closing for COVID-19.			
3/3/20	Staff will attend Grief in Schools training.	Complete 02/10/2021	Jeni McNulty	07/01/2021
	<i>Notes:</i> Had to move to 2020-2021 PD Schedule due to COVID 19 and School Closing Provided by Zoom 2pm - 3pm from Caldwell County Hospice and Palliative Care by Kimberly Setzer in place on faculty meeting on February 10, 2021.			
10/25/21	Darkness to Light Training	Complete 10/25/2021	Ashlyn Gibson	12/01/2021
	<i>Notes:</i>			
10/25/21	Staff Panorama Surveys	Complete 10/04/2021	Jeni McNulty	12/01/2021
	<i>Notes:</i>			
10/25/21	Student Panorama Surveys (4th and 5th grade only)	Complete 10/04/2021	Jeni McNulty	06/30/2022
	<i>Notes:</i>			
10/25/21	Social Emotional Training through Safe Schools with Counselor follow-up in PLC meetings.	Complete 02/02/2022	Ashlyn Gibson	06/30/2022
	<i>Notes:</i>			
10/25/21	Childhood Adolescent Health class will be taught to 5th graders.	Complete 06/30/2022	Amanda Marley	06/30/2022

<i>Notes:</i>				
10/25/21	5th Grade Completes DARE program in conjunction with Hudson Police Department (bullying, peer pressure, use of drugs, stress and anxiety, choices, accountability...)	Complete 02/02/2022	Amanda Marley	06/30/2022
<i>Notes:</i>				
10/25/21	Staff Panorama Training and Review of Data	Complete 08/18/2021	Jeni McNulty	09/01/2022
<i>Notes:</i>				
9/13/22	Students in grades 3-5 participate in Body Safety class with Angie Gragg from Robin's Nest.	Complete 09/13/2022	Amanda Marley	09/30/2022
<i>Notes:</i>				
10/14/22	Fully implement PBIS, which includes explicit teaching of expectations specific to each school setting and reviewing these expectations at beginning of second semester, providing rewards and recognitions to students who exhibit expected behaviors, and reviewing student data with the MTSS team once per month for the purpose of increasing safety in the school.	Complete 06/01/2023	Monica Martin	06/20/2023
<i>Notes:</i>				
12/4/19	Having accessible supports and interventions for all teachers.	Complete 06/01/2023	Ashlyn Gibson	06/30/2023
<p><i>Notes:</i> Having accessible supports and interventions for all teachers. Videos on SEL being shared by counselors monthly to all classrooms teacher.</p> <p>Necessary documentation to place students in appropriate programs.</p> <p>Reduction in discipline referrals related to mental health issues.</p> <p>Reinstate second counselor to full time. Full time counselor began 08.10.2020.</p>				
12/4/19	Document data in educator's handbook and in student files with counselors to justify needed student supports.	Complete 06/01/2023	Ashlyn Gibson	06/30/2023

Notes: Having accessible supports and interventions for all teachers.

Necessary documentation to place students in appropriate interventions.

Reduction in discipline referrals related to mental health issues.

Reinstate second counselor to full time.

9/18/23 Provide readings and professional development in brain science for teachers throughout the year during faculty meetings to explore appropriate methods, materials, and teaching strategies to maximize success in instruction and behavior management.

Michelle Hunt

06/01/2024

Notes: M. Hunt and W. Walker attending NCCAT and bringing items back to staff regarding brain science.

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Currently, student data is reviewed in PLC meetings. Teachers develop presentations to share with parents and stakeholders to review grade level expectations and procedures. These are shared in the spring for upcoming students as part of their transition meeting.</p> <p>Teachers review student data in MTSS meetings for Tier II and Tier III students. This data is archived and shared with next year's teachers.</p>	Limited Development 07/19/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Teachers receive and review data from previous years to better serve and intervene to meet specific needs. Parents are informed of grade level expectations with regards to behavior, curriculum, and supplies.	Objective Met 07/31/23	Michelle Hunt	06/30/2023
Actions			7/19/17 Each teacher will create a data notebook for classroom, grade, and school data to be stored.	Complete 09/06/2017	Adam Windmiller	09/20/2017
<i>Notes:</i> Each teacher will create a data notebook for classroom, grade, and school data to be stored.			7/19/17 Each teacher or grade level will turn in a lesson plan template.	Complete 09/08/2017	Rebecca Summer	09/20/2017
<i>Notes:</i> Each teacher or grade level will turn in a lesson plan template.			9/27/17 Have the initial Foundational Core meetings for every grade level to start implementing guidelines and procedures for the Foundational Plans.	Complete 07/11/2018	Barbara Fisher	10/20/2017
<i>Notes:</i>						

5/6/20	Complete FAM-S with all staff	Complete 05/01/2020	Jeni McNulty	05/08/2020
	<i>Notes:</i> Completed FAM-S on May 8 with District Staff as an indication of where we are and need to be to continue implementation of MTSS and reaching the needs of all students.			
3/3/20	Inviting rising kindergarten students and families to kindergarten screening April 23 and 24 as well as school-wide transition night.	Complete 02/21/2020	Shelly Oliver	06/30/2020
	<i>Notes:</i>			
2/5/20	5th grade will complete CIS referrals for middle schools.	Complete 03/06/2020	Jennifer Phillips	06/30/2020
	<i>Notes:</i>			
2/5/20	Transition night for all grade levels will take place to prepare families for the upcoming school year.	Complete 05/26/2021	Lee Goble	06/30/2021
	<i>Notes:</i>			
12/4/19	Better promotion of parent transitional meetings and grade level expectations.	Complete 05/26/2021	Katie Causby	06/30/2021
	<i>Notes:</i> There will be more discussion in PLC meetings in able to plan beneficial vertical alignment to meet the needs of each student. Have some PLC meetings with different grade levels together. Better promotion of parent transitional meetings and grade level expectations. Virtual transition night due to pandemic guides with grade level expectations shared through email, text, Dojo, website, and Facebook.			
10/25/21	CIS Referrals for Rising 6th Grade Students	Complete 02/02/2022	Amanda Marley	06/30/2022
	<i>Notes:</i>			
10/25/21	Kindergarten Screening	Complete 06/30/2022	Alison Milstead	06/30/2022
	<i>Notes:</i>			
10/25/21	Transition night for all grade levels will take place to prepare families for the upcoming school year.	Complete 06/30/2023	Lee Goble	06/30/2023
	<i>Notes:</i>			
Implementation:		07/31/2023		

Evidence	<p>7/31/2023 Data is archived to be shared with next grade level's teachers.</p> <p>7/11/2018 We now have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. These individual data notebooks also help with grade-to-grade discussions with vertical planning. We also have all teachers give us their template for lesson plans. Teachers are required to have lesson plans for each day. These lesson plans help the level-to-level consistency throughout the grade level. teachers also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. We also have a parent transition night at the end of the year to make sure parents are aware of next years expectations.</p>			
Experience	<p>7/11/2018 We now have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. These individual data notebooks also help with grade-to-grade discussions with vertical planning. We also have all teachers give us their template for lesson plans. Teachers are required to have lesson plans for each day. These lesson plans help the level-to-level consistency throughout the grade level. teachers also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. We also have a parent transition night at the end of the year to make sure parents are aware of next years expectations.</p>			
Sustainability	<p>7/11/2018 We will continue to do all the following above in the upcoming years.</p>			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		The district has several teams to support overall school improvement. These include the Strategic Planning team, the Educational Programs and Services Department, Testing and Accountability Department, Student Services Department, and the Cabinet which consists of the superintendent and associate superintendents as well as representation from all of the aforementioned departments/teams. These teams are sustained from year to year. They meet frequently to decide upon district initiatives, and they push out information to principals in monthly administration meetings.	Full Implementation 04/04/2023		
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:		MTSS School leadership team created to support grade levels with the implementation of the MTSS framework. Each team has a representative on the school team. Six members also attend District MTSS Leadership Meetings. CORE plans are created in the fall, winter, and spring and evaluated with support from school MTSS leadership team members. School Improvement Team also meets to help support MTSS and HELP to align all efforts for student need and growth. We are building a student-centered, data driven team to drive commitment and growth at Hudson Elementary.	Limited Development 10/25/2021		
How it will look when fully met:		The responsibilities currently held by MTSS School Leadership Team and School Improvement Team will be handled by a single group of school leaders who independently evaluate school data and makes decisions based on data and student needs.	Objective Met 06/02/23	Michelle Hunt	06/30/2023
Actions					
	10/25/21	NC Teacher Working Conditions Survey	Complete 03/01/2022	Jessy Coffey	05/01/2022
		<i>Notes:</i>			
	10/25/21	FAM-S Survey	Complete 04/30/2022	Erica Greer	05/01/2022
		<i>Notes:</i>			
	10/25/21	MTSS School Leadership Team Meetings	Complete 06/30/2022	Erica Greer	06/30/2022
		<i>Notes:</i>			
	10/25/21	School Improvement Team Meetings	Complete 06/30/2022	Jessy Coffey	06/30/2022

<i>Notes:</i>				
10/25/21	MTSS Core Team Meetings	Complete 06/30/2022	Matt Ross	06/30/2022
<i>Notes:</i>				
10/25/21	MTSS Supplemental Meetings	Complete 06/30/2022	Matt Ross	06/30/2022
<i>Notes:</i>				
10/25/21	Comprehensive Needs Assessment	Complete 06/30/2022	Amanda Marley	06/30/2022
<i>Notes:</i>				
3/28/23	School leaders (SIT and MTSS) train in Indistar and RTI Stored to support school reform and documentation therein.	Complete 06/01/2023	Amanda Marley	06/01/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Grade level teams are firmly established. These teams work and plan together, and administration meets with them in weekly PLCs. Administration also facilitates faculty meetings where vertical alignment is a topic of discussion. Grade level teams have planning time each day, and each grade level team has an extended planning session (90 minutes) once every six days. Planning time is prescribed for team planning (once per week or more), parent contacts, parent meetings, and weekly PLC meetings.	Full Implementation 04/04/2023		

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>		Administrators periodically monitor and observe classroom instruction throughout the school. Administrators follow all evaluation timeline/protocols implemented by state/county. Administrators strive to observe classrooms on a daily basis to support teachers and students. Administrators provide feedback about observations and meet with teachers for post observation discussions within a timely manner.	Limited Development 04/27/2023		
<i>How it will look when fully met:</i>		The vision is for administrators to have the ability to be present in all classrooms daily to monitor and interact with teachers and students within the school. School leaders will listen to teacher/student concerns and provide effective feedback. Daily classroom visits would enable administrators to be more cognizant of the academic, behavioral, and social emotional status of all stakeholders. Evidence of completion will be walk-through observation forms and notes in PLC meetings that reflect discussions thereof.		Monica Martin	06/30/2024
Actions			0 of 2 (0%)		
4/27/23	Administrators conduct walk-through observations once per nine weeks utilizing the MTSS walk-through instrument and review walk-through data in PLC's.		Jennifer Bigley	06/30/2024	
<i>Notes:</i>					
7/31/23	Teachers conduct peer observations once per semester. During the first semester, teachers will provide positive feedback using "post it" notes recognizing classroom management (PBIS strategies), use of technology, differentiation, or rigorous instruction.		Alison Milstead	06/30/2024	
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, HES SIT looks at student data. We also analyze data in PLC meetings to determine intervention needs and intervention effectiveness through the MTSS process. We have had an overwhelming amount of PD in the last few years related to programming pushed out at the district level and even the state level, including LETRS, Wit and Wisdom, Core 5. The training for these has been significant, which has influenced the school to do little to no PD. Teachers are, however, lacking PD in math.	Limited Development 04/04/2023		
<i>How it will look when fully met:</i>		When fully met, the SIT will examine testing data as well as classroom data. The SIT will also look at informal teacher survey data to determine needs for professional development. Using this information, the SIT will set a PD focus for the school. The PD can be carried out in various ways (PLC meeting time, training on campus during the school day with subs in classes, online learning modules, etc.). Evidence of successful implementation will be certificates of completion and CEUs earned by teachers as well as survey input from teachers.		Amanda Marley	06/03/2025
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At the school level, we have the ability to interview and recommend for hire. We do not have the ability to reward for retention. We do not have any school methods for recognizing teachers.	Limited Development 03/27/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have a system in place to recognize teachers for good attendance. We will also have recognitions in place for teachers who achieve high growth.		Jennifer Bigley	06/03/2024
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We speak about curriculum at Parent Nights - 3 -4 times a year.</p> <p>We have multiple outlets to communicate with parents but we feel it is more like a one way communication versus two-way (more information about, not two way communication and not about connecting education at home) - adding Talking Points to further 2 way communication.</p> <p>Webpages are an excellent opportunity for us to share this information. We are in the beginning stages of "relearning" how to maintain and utilize our webpages to best communicate with parents including instructional items in parent and student friendly terms.</p> <p>We currently communicate; however, we need to communicate more curriculum to parents through Class Dojo, Facebook, parent nights, parent conferences, & newsletters. Through the pandemic of 2020/21 we learned how to better meet the needs of parents through after-hours Zoom conferences.</p>	Limited Development 09/04/2019		
<i>How it will look when fully met:</i>		<p>Teacher webpages will be interactive and updated.</p> <p>Blackboard, Classdojo, Talking Points and Facebook will not only be for announcements; but they will also be for sharing curriculum.</p> <p>Examples of how we will include parents: planbook weekly lesson plans, parents educational tip of the week, etc...</p> <p>Webmasters Training - Erica Greer and Deanna Taylor</p>	Objective Met 06/02/23	Erica Greer	06/30/2023
<i>Actions</i>					
	9/4/19	Webpage Training	Complete 10/25/2019	Jeni McNulty	10/31/2019

Notes: Angel Clark is coming to train staff on how to create webpages and be within copyright law.

11/22/19 Planbook Training during PLCs with Josh Blackburn Complete 10/31/2019 Josh Blackburn 10/31/2019

Notes: Planbook training to introduce and help everyone be on the same page in usage.

12/4/19 Google Everything training Complete 12/18/2019 Bethany McRary 06/12/2020

Notes:

2/14/20 Send home RTA Letters and ISEP Reports in color with student guide sample for parent at MOY and EOY. Complete 06/08/2020 Rebecca Summer 06/30/2020

Notes:

10/25/21 Create and manage dissemination of information, photos, the buzz in the hive, etc... through Facebook. Complete 10/25/2021 Jennifer Phillips 12/01/2021

Notes:

10/25/21 Parent Conferences (Required 1st 9 weeks) Complete 02/02/2022 Jeni McNulty 06/30/2022

Notes:

10/25/21 Update parent information in PowerSchool Complete 10/08/2021 Wendy DiMichele 06/30/2022

Notes:

2/2/22 Character Education and Social Emotional Guidance shared monthly through Counselor's Corner Complete 06/30/2022 Ashlyn Gibson 06/30/2022

Notes:

11/22/19 New Website Platform and App Training Complete 06/30/2022 Erica Greer 06/30/2022

Notes: We will review in a faculty meeting or PLC and allow teachers time to discuss and trouble shoot website updating. This will be lead by our WebMasters, Erica Greer and Deanna Taylor.

2/5/20 Talking Points Training - district wide communication tool to provide 2 way communication between schools and families. Complete 02/02/2022 Jeni McNulty 11/01/2022

Notes:

2/25/20 Offer Family reading night and provide strategies how to help children learn to improve reading skills and apply reading strategies at home. Complete 11/02/2022 Bethany Christian 11/02/2022

Parents will rotate through a series of stations. This will take place at Johnny Wilson's Farm.

Notes: This event was well attended and well received by parents with many requests to repeat it next year.

12/14/22	Host a Family STEM Night in conjunction with Student Led Conferences February 7, 2023.	Complete 02/22/2023	Amanda Marley	03/31/2023
<i>Notes:</i>				
3/27/23	Host a "transition" event to allow grade levels to present heavy hitting standards and expectations to parents of students who will be entering that grade in the fall.	Complete 06/01/2023	Bradley Clay	06/01/2023
<i>Notes:</i> Last year, this was completed on student field days with good attendance. Parents also reviewed the student compact and parent family engagement policy.				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Community Engagement
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E2.04		The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Due to Covid, parents and the community have not been involved in school life. We are currently planning to "open up" the school in many ways, including creating a new open lobby area with safety doors, inviting parents to come in to eat lunch with students, partnering with local organizations to implement lunch buddies and school based community outings.	Limited Development 09/13/2022		
How it will look when fully met:		Parents and community will enter the school and will wait in a friendly, warm lobby area adorned with student artwork and parent information. Parents will utilize sign up genius to sign up to eat lunch with students. Local organization will sponsor "Lunch Buddies," a mentoring program for students who might not have someone to come and eat lunch with them. HES will have school-based events at multiple locations throughout the community. PTO will establish a "Watch Dogs" program to try to get dads more involved in volunteering in the building.		Isabell Mull	06/30/2024
Actions			1 of 2 (50%)		
9/13/22	Partner with Johnny Wilson's Farm to host Title I Family Reading Night	Complete 10/31/2022		Erica Greer	10/31/2022
<i>Notes:</i>					
9/13/22	Partner with community agencies to support student activities and student recognitions.			Monica Martin	06/30/2024
<i>Notes:</i>					