

Comprehensive Progress Report

Mission: School Mission: To provide meaningful instruction in a secure, supportive environment.

Vision: School Vision: With the help of parents and the community, Kings Creek School will develop lifelong learners who become healthy, productive citizens in an ever-changing world.

Goals:

READING: Every student will engage in academic instructional activities reflecting best practices that are planned intentionally and with rigor by highly qualified teachers in every classroom, every day. We will increase our academic performance in reading by at least 8% annually, aiming for the NCDPI long-term goals over 10 years from baseline.

Every student will receive personalized academic and behavioral education based on consistently investigated research-based differentiated instructional techniques utilizing a multi-tiered system of support utilizing targeted data.

Every student will have adult advocates that ensure that each student is healthy, safe, engaged, supported, and nurtured in order to provide a sustainable school improvement process and provide for long-term student success. In addition, the Administration & Teacher Leadership will ensure that each adult is healthy, safe, engaged, supported, and nurtured to increase the probability of providing a sustainable school improvement process.

All teachers and staff will focus on Core Foundational Goals (CFG) daily. Encore teachers will support this by integrating the CFGs into their own content and material. Teachers will measure student performance and growth in these areas monthly and the data will be disseminated during PLCs.

MATH: Every student will engage in academic instructional activities reflecting best practices that are planned intentionally and with rigor by highly qualified teachers in every classroom, every day. We will increase our academic performance in math by at least 8% annually, aiming for the NCDPI long-term goals over 10 years from baseline.



! = 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
<i>Initial Assessment:</i>		The principal has worked to communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. Improvement is evident in the academics and behaviors throughout the building. This has included the fulfillment of some of school improvement goals to include academic rigor, differentiation, and intervention through MTSS, and focus on the whole child in the social-emotional learning environment. Consistency and fidelity has been impacted by and hindered by COVID19.	Limited Development 09/03/2020		
<i>How it will look when fully met:</i>		The principal will continue to communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. This will be evident in the consistency of academics and behaviors throughout the building. This will include the fulfillment of school improvement goals to include academic rigor, differentiation and intervention through MTSS, and focus on the whole child in the social-emotional learning environment.		Melissa Costin (Continuing Term)	06/30/2024
<i>Actions</i>			3 of 5 (60%)		
11/17/20		The principal will attend state and/or national conferences to explore research-based instructional methods, ways to lead and cope with the pandemic, addressing the social-emotional needs of all students, and differentiating through the MTSS process.	Complete 06/11/2021	Melissa Costin (Continuing Term)	06/30/2021
<i>Notes:</i>					
5/25/21		The principal will plan and facilitate professional development for the staff that includes what rigor looks like in the classroom, how and when to intervene for struggling students, how to differentiate through the MTSS process, and how to implement programs with fidelity. The SIT will lend expertise in order to provide quality staff development for all school staff.	Complete 06/30/2021	Melissa Costin (Continuing Term)	06/30/2022
<i>Notes:</i>					
11/15/22		The principal will attend the NCASA conference in order to expand C&I skills, walkthrough effectiveness, and ways to model best practices.	Complete 03/29/2023	Melissa Costin (Continuing Term)	06/30/2023
<i>Notes:</i>					

1/10/23	<p>The principal will do regular and consistent walkthroughs, giving teachers immediate constructive and positive feedback regarding specific items such as implementation of W&W, etc. Teachers will receive the feedback in writing.</p> <p>When the principal and teachers meet individually for post-observation conferences, PDP reviews, MTSS days, PLCs, and "as needed," (at least monthly) the principal will go over the data collected in the walkthrough observations as well, giving teachers encouragement and asking for their feedback and input.</p>		Melissa Costin (Continuing Term)	06/30/2024
<i>Notes:</i>				
11/2/22	<p>The principal will walkthrough and observe in classrooms, specifically for the implementation of W&W, Lexia, and other MTSS-defined interventions and CORE - giving teachers specific and immediate positive constructive feedback.</p>		Melissa Costin (Continuing Term)	06/30/2024
<i>Notes:</i>				

		A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers receive timely feedback from formal observations recorded in NCEES.	Limited Development 11/02/2022		
<i>How it will look when fully met:</i>			The principal will do regular and consistent walkthroughs, giving teachers immediate constructive and positive feedback regarding specific items such as implementation of W&W, etc. Teachers will receive the feedback in writing and during PLCs, we will discuss the impact on CORE goals.		Melissa Costin (Continuing Term)	06/30/2024
Actions				0 of 2 (0%)		
	1/10/23		After walkthroughs, the principal will email the teacher a report on all of the aspects noted during the walkthrough to aid in professional development schoolwide. The teachers are invited to email comments and thoughts right back to the principal and the principal will follow up during post-obs, etc. Teachers may also request a follow-up meeting. Teachers will be encouraged to contribute ideas, feedback, and thoughts. The walkthroughs will also provide data to be discussed in post-observations, PLCs and other meetings.		Melissa Costin (Continuing Term)	06/30/2024
<i>Notes:</i>						
	1/10/23		Teachers will create and maintain a reflection journal (online, in a calendar/planner, in a notebook, etc.) to make notes of walkthrough data and other data - adding their own comments, ideas, thoughts, and suggestions to discuss with the principal when they meet.		Melissa Costin (Continuing Term)	06/30/2024
<i>Notes:</i>						
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>A1.04: ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.</p> <p>The teachers at KCS utilize myriad data sources to include: STAR, SEL, STAR CBM, Imagine Learning, Lexia, Study Island, Reading Eggs, Freckle, etc. to determine and adjust programming. PLCs meet regularly (at least 2x monthly) to disseminate data and make determinations about next steps. Interventionist works with teachers weekly to review, disseminate, and analyze all data.</p>	Full Implementation 11/02/2022		
	A1.05 ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers differentiate within their own classroom, based on practices learned and made available through the district and/or previous professional development sessions. The Covid19 pandemic has further increased our academic gaps in proficiency, therefore increasing the priority at which differentiation is needed. According to our FAM-S, while we are providing differentiation, it is not with the consistency and fidelity that we would like.	Limited Development 09/03/2020		
How it will look when fully met:	Each teacher will confidently access resources and practices to differentiate for students based on a Standard Treatment Protocol. Assessments, diagnostics, and interventions will be determined using appropriate assessment tools. Teachers will maintain data showing intervention and differentiation practices being implemented consistently and with fidelity.		Rachel Thomas (2022-2024)	06/28/2024
Actions		5 of 9 (56%)		
2/9/21	Teachers in kindergarten will administer the Dial-4 assessment to determine the appropriate placement of kindergarten students in order to foster student success and determine what supports may need to be in place from day one of the student's kindergarten experience, to include RIsing Stars as appropriate.	Complete 05/25/2021	Abbi Smith	06/01/2021

	<i>Notes:</i> A sub will need to be hired for the kindergarten classroom for two days in order to accomplish this task.			
9/3/20	The district will develop and distribute a Standard Treatment Protocol for tiered interventions.	Complete 12/15/2020	Mark Crump (2019-21)	06/15/2021
	<i>Notes:</i>			
9/3/20	The principal and MTSS team will lead staff development on the new STP and effective use of interventions in PLCs, Faculty Meetings, and Professional Development days.	Complete 04/30/2021	Melissa Costin (Continuing Term)	06/15/2021
	<i>Notes:</i>			
9/30/21	Fall Title I Family Reading Night will be held with individual parent conferences. As part of the conference, teachers will provide the STAR Instructional Planning - Student Report to the parent and go over how to read it. The focus will be on the Suggested Skills section at the bottom so that parents can identify ways to specifically help their child with skill deficiencies. Teachers will go on to use that information in programming and planning.	Complete 09/30/2021	Melissa Costin (Continuing Term)	09/30/2021
	<i>Notes:</i>			
7/5/22	Teachers in 3rd-8th grades will utilize online and workbook practice materials to teach strategies for success and to measure student progress on standards.	Complete 06/10/2022	Melissa Costin (Continuing Term)	06/30/2023
	<i>Notes:</i>			
9/9/20	PRIORITY ACTION: Create a checklist, spreadsheet, folder, and/or running record for every student (performing below grade level) for intervention frequency, progress monitoring, and data collection. *This may be handled within the parameters of the new program, "RTI Stored," once it is launched.		Melissa Costin (Continuing Term)	01/15/2024
	<i>Notes:</i> Principal will check every nine weeks.			
8/2/22	Planbook will reflect proof of sound instruction in a variety of modes and individualized lesson planning at least one week in advance.		Lydia Stewart (2022-2024)	06/30/2024
	<i>Notes:</i>			
11/30/20	Core teachers will receive training and planned time in order to properly utilize the Standard Treatment Protocol (STP) for use with interventions targeting all students in all subgroups. This ongoing training will happen during weekly PLCs.		Shanna Matherly (2023-2025) Chair	06/30/2024
	<i>Notes:</i>			

11/30/20	All teachers will assist the EC teacher in collecting data on all EC students in order to better prepare their target goals and better serve the EC students. The EC teacher will utilize that data in order to better target specific skills, progress-monitoring methods, and collaborative teaching with core teachers to serve EC students in a more enriched way.		Kirsten James (2023-2025)	06/30/2024
<i>Notes:</i>				
A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers often provide instruction in a variety of modes.	Limited Development 09/03/2020		
<i>How it will look when fully met:</i>	ALL teachers will be providing sound instruction (based directly on SIP) in a variety of modes: teacher-directed whole-class (which should be minimal); teacher-directed small-group; independent work; computer-based. The complete implementation will result in very few "rote" ways of obtaining information to including memorization drills and worksheets - instead focusing on an inquiry model that encourages learning and failure and inspires creation and creativity in students. This should also include manipulatives and work with hands-on objects.		Abbi Smith (2021-2023)	06/30/2024
Actions		4 of 8 (50%)		
2/2/22	Some teachers will attend NC Literacy Conference and bring back what they have learned.	Complete 05/26/2022	Abbi Smith (2021-2023)	06/10/2022
<i>Notes:</i>				
10/25/21	Teachers will be fully trained in Wit & Wisdom.	Complete 02/02/2022	Abbi Smith (2021-2023)	06/30/2022
<i>Notes:</i>				
10/25/21	K-3 Teachers will be fully trained in the Heggerty method.	Complete 05/26/2022	Abbi Smith (2021-2023)	06/30/2022
<i>Notes:</i>				
10/25/21	K-3 Teachers will be trained in Fundation to replace Letterland.	Complete 05/26/2022	Abbi Smith (2021-2023)	06/30/2022
<i>Notes:</i>				
5/26/22	Review planning and data in PLC to inform instruction.		Rachel Thomas (2022-2024)	06/10/2024
<i>Notes:</i>				

	6/7/22	Teachers will use manipulatives and hands-on activities and avoid worksheets in classrooms 3-5 times per week, particularly to teach math and literacy.		Kirsten James (2023-2025)	06/30/2024	
<i>Notes:</i>						
	11/15/22	Michelle Beard, Shanna Matherly, and Melissa Costin will attend the Instructional Leaders Academy throughout the school year in a "train-the-trainer" model that we will utilize to improve the quality of instruction throughout the school.		Michelle Beard (Continuing Term)	06/30/2024	
<i>Notes:</i>						
	8/28/23	Begin book study "Teach Like A Champion 3.0" and companion study book. This resource is from ILA and contains videos, etc.		Shanna Matherly (2023-2025) Chair	06/01/2025	
<i>Notes:</i> Small sections will be taught at each faculty meeting with a brief exercise to complete before the next one.						
	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>			Teachers at our school have the autonomy to use a variety of ways to reinforce classroom rules and procedures by positively implementing them in the following ways: <ul style="list-style-type: none"> • Talking Points • Positive/Constructive Parent Contacts • Classroom rules are posted • Behavior Matrix • Three guiding principles: Be Responsible, Be Respectful, and Be Safe • Behavior Committee that is responsible for and continuously improving schoolwide implementation of behavior protocol • Have started teaching The Growth Mindset for staff and students to increase resilience, persistence, etc. • Teach one character trait per month schoolwide (announcements, teacher direct instruction, school counselor instruction, etc.) • Recognize the character trait of the month by selecting a student representative each month that best demonstrates the character trait for that month 	Limited Development 10/27/2017		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • All classrooms will be well-managed in all areas of the school. • Discipline referrals will be minimal (15% minimal interventions 5% repeat offenders). • All students will receive character education and growth mindset lessons in all grade levels that are age-appropriate. • Student behaviors will be addressed consistently (with equity, not necessarily equally) throughout the building. • All teachers and students will know the school expectations. • All teachers and students will use a common language for behaviors. • All teachers and students will be familiar with and practice the growth mindset. • Teachers will have a bank of behavior lesson plans and will use them consistently and with fidelity. <p>When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Office referrals for behavior will decrease.</p>		<p>Stacy Roberts (2022-2024)</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>6 of 7 (86%)</p>		
<p>10/3/19</p>	<p>The staff will define behavioral expectations schoolwide in brainstorming (word-clouds) in order to refine the list of behaviors for the SIT.</p>	<p>Complete 05/15/2020</p>	<p>Shanna Matherly</p>	<p>03/15/2020</p>
<p><i>Notes:</i> This one-time exercise will aid in creation of a matrix.</p>				
<p>10/1/19</p>	<p>The School Improvement Team will meet to establish a draft of a behavioral expectation matrix for the school. This will be addressed by the whole-staff for refinement and be operational and useable by all staff by the end of the year.</p>	<p>Complete 06/30/2020</p>	<p>Shanna Matherly</p>	<p>06/30/2020</p>
<p><i>Notes:</i> SIT will continue to work on this throughout the year. The whole staff will have input during faculty meetings and/or ER days.</p>				
<p>8/21/20</p>	<p>The committee working on the behavioral matrix will finalize the matrix, publish the matrix, and train teachers on the matrix. Behavior-related training will be conducted for at least four training sessions for the staff.</p>	<p>Complete 05/25/2021</p>	<p>Shanna Matherly</p>	<p>06/30/2021</p>
<p><i>Notes:</i> Complete once per quarter at the end to review.</p>				

6/7/22	Teachers will create a list of 5-10 items that are expected every day from every student. These will be worded positively and fall under one of the three categories of Be Respectful, Be Responsible, and Be Safe. These will be taught, re-taught, and "tested" (Kahoot, Quizzis, Games, etc.) every time we are out of school three days or more.	Complete 07/05/2022	Melissa Costin (Continuing Term)	06/30/2022
<i>Notes:</i> Teachers will follow this daily and administration will randomly check on this. This will also be demonstrated in discipline referrals.				
6/7/22	Principal will create mini-videos on behavioral concerns and how to replace inappropriate behaviors with appropriate behaviors. These videos will last 2-3 minutes. Teachers will play one every morning and when the list is exhausted, start back at the beginning so that students are continually reminded of behavioral expectations.	Complete 12/20/2022	Melissa Costin (Continuing Term)	09/30/2022
<i>Notes:</i> Once videos are prepared, the expectation will be that all teachers show one every morning.				
9/9/20	Teachers will reteach the matrix, behavioral language, and expectations at the end of each quarter and/or at the end of extended breaks, remote learning, or other time away from the standard educational environment.	Complete 06/15/2023	Shanna Matherly (2019-21)	06/15/2023
<i>Notes:</i>				
8/18/22	Teachers will participate in PD and roundtable discussions during the BOY, MOY, and EOY faculty meetings targeting behaviors and modifying classroom management expectations and target goals.		Michelle Beard (Continuing Term)	06/10/2024
<i>Notes:</i>				

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The teachers in this school inherently provide growth opportunities with the "growth mindset" that failure is good and productive struggle is necessary for student growth to occur. They look for opportunities to help children become more resilient and to practice self-regulation. Teachers reward student's persistence to mastery. The pandemic has provided more challenges and student confidence may often be shaken.</p> <p>We have further implemented the growth mindset by hanging growth mindset posters and decorating bulletin boards, recognizing students on a weekly basis, and providing parents with flyers about the concept and practice of growth mindset.</p>	Limited Development 09/03/2020			
<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> • Students and parents will demonstrate that they feel safe to fail and will persist to mastery. • Teachers will encourage a "growth mindset" in all students and educate parents on what the growth mindset is and what part persistence, resilience, and willingness to try play in success. • The school counselor will regularly educate students on ways to positively move on from challenges and to persist when faced with obstacles. • Student confidence will rise. <p>The MTSS team will measure this by student survey, teacher anecdotal notes and observations, and data from Student Support Services. Agendas and minutes from professional development.</p>		Lydia Stewart (2022-2024)	06/30/2024	
Actions			3 of 4 (75%)		
5/25/21	Staff will familiarize themselves with the concepts of the Growth Mindset. Parents will receive preliminary information about the GM. Students will receive some instruction on the GM. Bulleting Boards and signage in the school will reflect GM concepts.	Complete 05/25/2021	Amy Brawley (2020-22)	06/30/2021	
<i>Notes:</i>					
9/3/20	The school counselor will schedule regular classroom instruction focusing on resilience and the "growth mindset."	Complete 05/26/2022	Lorie Toliver (2019-21)	06/15/2022	
<i>Notes:</i>					
9/9/20	Staff will participate in professional development about the Growth Mindset.	Complete 06/17/2022	Lorie Toliver (2019-21)	06/15/2023	

<i>Notes:</i>					
9/3/20	Teachers, under the direction of the school counselor and principal, will educate parents on the "growth mindset" and how important failing forward, resilience and productive struggle can be for a student's success. This will occur through natural conversations with parents (informally) and through handouts/mini-lessons for parents on parent nights.		Lydia Stewart (2022-2024)	06/15/2024	
<i>Notes:</i>					
	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>A1.09: The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).</p> <p>Resuming activities after the pandemic interruption, we have planned two dances for middle school for the year and we are trying to re-start the BETA club.</p>	Limited Development 11/02/2022		
<i>How it will look when fully met:</i>		BETA Club will be re-established. Membership will participate in extra-curricular service opportunities at school and off-site. BETA members will serve as the Principal's Student Advisory Council and the SAVE team for our school. They will plan and execute the dance at KCS. They will assist and aid in other school events as possible. In the absence of athletic teams (in the event we are unable to field a team), we will offer intramural athletics after school. We will have one day after school each month where we offer clubs, activities, and tutoring as needed.		Rachel Thomas (2022-2024)	06/30/2024
Actions			1 of 3 (33%)		
11/2/22	BETA Club will be re-established. Letters will go home and membership roster will be updated.	Complete 12/20/2022	Rachel Thomas (2022-2024)	01/01/2023	
<i>Notes:</i>					
11/2/22	Create intramural sports schedule for athletics in which the K8s cannot field teams.		Rachel Thomas (2022-2024)	06/23/2024	
<i>Notes:</i>					

11/2/22	Leadership team will create schedule for monthly or twice monthly club day activities.		Kirsten James (2023-2025)	06/30/2024
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	We have had a faculty meeting, a leadership team (SIT) meeting, and a behavior team meeting every month. This is evident through agendas and minutes from these meetings.		Limited Development 10/25/2021		
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How it will look when fully met:	<p>Newly-formed PLCs will focus on specific tasks and actions (academic, behavioral, social-emotional). After review, the PLCs will make recommendations and reports to the SIT. These PLCs will meet once monthly after school.</p> <ul style="list-style-type: none"> • Math • Literacy • Science • Social Studies • Social-Emotional Health • Behavior <p>Older PLCs (2-person teams in K-1, 2-3, 4-5, 6-8 core classes) will continue to meet during common planning in the master schedule to work specifically on collaborative planning and grading.</p> <p>Faculty meetings will be held once monthly and after the business is concluded, the PLCs will split off and meet with assigned tasks.</p> <p>SIT meetings will be held once monthly to hear/read the information from the Action PLCs and then assess, create, and monitor indicators and actions on the SIP accordingly.</p>		Objective Met 04/04/23	Myra Shore (2022-2023)	06/30/2023
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Actions					
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1/19/23	Create the newly formed PLCs and have staff join one of each, spreading the expertise throughout the groups.		Complete 03/08/2023	Melissa Costin (Continuing Term)	01/31/2023
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Notes:

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>KCS has reorganized PLCs in January in order to address different action areas. Several are focused on academics and one of the tasks we plan is to develop standards-aligned units of instruction for each subject and grade level.</p> <p>We have units of instruction already structured for literacy utilizing Wit & Wisdom curricula and Lexia.</p>	Limited Development 01/19/2023		
How it will look when fully met:		<p>We will develop a repository of units of instruction accessible to teachers in one place. Teachers will use the information to implement the lessons within their classrooms. The google drive with these units will contain:</p> <ul style="list-style-type: none"> • Learning objectives and criteria for mastery • Pre- and post-tests • Learning activities connected to objectives • Materials and resources for unit <p>This will be reflected in the established google drive/canvas platform.</p>		Rachel Thomas (2022-2024)	06/03/2024
Actions			0 of 2 (0%)		
	1/19/23	Each APLC (Action PLC) will set up a section of Google Drive and/or Canvas and create a repository - labeling folders for ease of use by all teachers.		Rachel Thomas (2022-2024)	06/30/2024
<i>Notes:</i>					
	6/1/23	Each APLC will curate and add information on: -Learning objectives and criteria for mastery -Pre- and post-tests -Learning activities connected to objectives -Materials and resources for unit		Rachel Thomas (2022-2024)	06/30/2024
<i>Notes:</i>					
	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date

Initial Assessment:

2023 Implementation

- Our implementation has reduced in effectiveness during COVID and the subsequent turnover.
- Some teachers utilize planbook.com to post plans
- The plans are not consistently monitored for fidelity, instead only verifying when walkthroughs and observations are done.
- The professional expectation is that plans will be written and posted a minimum of one week in advance.
- A template was created with the necessary elements of the plans and when planbook is used, teachers sometimes utilize all elements.
- Some teachers use the information to reflect and inform programming

2019 Implementation

- Teachers utilize planbook.com to post plans
- There is no cohesive schoolwide strategy for what the plans may look like or how they will be monitored for fidelity
- Plans are mostly posted a week in advance.
- Plans contain most of the elements of an effective lesson plan.
- Some teachers utilize the plans to reflect.

Limited Development
11/25/2019

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> Administrators check lesson plans weekly to ensure that they are complete, all of the elements are addressed, and all of the required steps are followed. Teachers will complete lesson plans one full week in advance. Teachers will actively utilize the plans for reflection by recording brief notes directly in the lesson plans each week discussing the efficiency of the plan and changes made in programming based on the success or lack of success of the plans. Administration will check for pacing and correlation to standards and make comments and give feedback in planbook.com and/or annotated plans monthly. Teachers will utilize the template provided in planbook.com or the annotated model of plans where appropriate (Wit and Wisdom, etc) and permitted by Administration. Teachers will store lesson plans on file for one full year after delivery. Teachers will write plans that target student needs to achieve mastery, are aligned to standards, and include challenging activities aiming for the ZPD. Teachers will ensure plans are aligned with pacing guides. Teachers will identify standards addressed in lessons with target goals that are aligned. The evidence of full implementation includes the year's worth of lesson plans (planbook and annotated), administrative comments and feedback, walkthroughs and observations aligned with the plans, and increased achievement across core content areas. 		<p>Melissa Costin (Continuing Term)</p>	<p>06/01/2025</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
<p>11/25/19</p>	<p>Lessons will be posted in planbook.com at least one week in advance.</p>	<p>Complete 03/31/2020</p>	<p>Toni Greer</p>	<p>03/31/2020</p>
<p><i>Notes:</i> This will be checked by administration and PLCs and notes will be made in planbook.com.</p>				
<p>4/4/23</p>	<p>Teachers will begin to use the annotated lesson planning for Wit and Wisdom and Foundations/Heggerty.</p>		<p>Shanna Matherly (2023-2025) Chair</p>	<p>06/01/2024</p>
<p><i>Notes:</i> Smith will check in with teachers to see location of annotated lesson plans and that it is up to date.</p>				
<p>4/4/23</p>	<p>The principal will check lesson plans weekly for completion of all elements and timeliness of one week of preparation in advance.</p>		<p>Melissa Costin (Continuing Term)</p>	<p>06/01/2024</p>
<p><i>Notes:</i></p>				

4/4/23	The evidence of full implementation includes the year's worth of lesson plans (planbook and annotated), administrative comments and feedback, walkthroughs and observations aligned with the plans, and increased achievement across core content areas.		Melissa Costin (Continuing Term)	06/01/2025
<i>Notes:</i> During PDP meetings, the teacher and administration will review this action.				
4/4/23	Administration will check for pacing and correlation to standards, make comments, and give monthly feedback in planbook.com and/or annotated plans.		Melissa Costin (Continuing Term)	06/01/2025
<i>Notes:</i> Specifically: Teachers will write plans that target student needs to achieve mastery, are aligned to standards, and include challenging activities aiming for the ZPD. Teachers will ensure plans are aligned with pacing guides. Teachers will identify standards addressed in lessons with target goals that are aligned.				
4/4/23	Teachers will actively utilize the plans for reflection by recording brief notes directly in the lesson plans each week discussing the plan's efficiency and changes made in programming based on the plans' success or lack of success.		Rachel Thomas (2022-2024)	06/01/2025
<i>Notes:</i> Each teacher will make notes regarding efficacy. Once every nine weeks, teachers will report to Shore how often they are writing notes on the plans.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
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>		Teachers in this school create data notebooks for every student that is passed along from grade to grade with the student, allowing information to be added. This data is utilized for everything from assigning groups to selecting targeted goals for improvement for each student. Teachers also use the data to reflect on the whole-group progress and make adjustments in programming as needed.	Full Implementation 10/25/2021		

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
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Initial Assessment:	KCS is continuing with MTSS implementation. We are working on documenting and reviewing data to meet the needs of students in the foundational and supplemental tier. After reviewing digital resources, the staff have determined the best tools to utilize to personalize instruction with an emphasis on closing achievement gaps.. Kings Creek is still learning to utilize formative and summative data to drive instructional planning for the individual needs of students across all tiers. We are continuing to review data to ensure that MTSS is being implemented consistently and with fidelity.	Limited Development 12/28/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<ul style="list-style-type: none"> As MTSS is fully implemented, the number of students in each class that need intervention will decrease as illustrated by an increase in end of grade test proficiency and STAR Universal Screening Scores. The academic gaps among student groups will become smaller and individual students will show growth. Small groups and individualized learning strategies will become a part of the school culture to bridge the gaps among student groups in each classroom. This will be shown through a significant reduction in whole-group instruction. Teachers will utilize the resources in place (Foundations, Heggerty, Lexia, Study Island, Skill Builders, individualized direct and explicit instruction one-to-one or small group in order to continue the support for small instructional groups. Differentiated instruction will be documented through staff lesson plans that are created in planbook and shared with students, parents, on websites, and administration. Teachers will strive to provide quality education in every classroom, every day, for every child with consistency and fidelity. Teachers will progress monitor all instruction, to all tiers, to ensure efficacy and inform programming. Over time, these practices will lead to a reduction in the number of students referred for extra services. 		Melissa Costin (Continuing Term)	06/30/2024
Actions		15 of 19 (79%)		
2/6/17	The school master schedule will reflect effective use of staff time to help provide small group instruction. Staff will follow teacher's instructions as described in lesson plans. Staff will be prepared to implement changes in small group instruction as deemed necessary by classroom teacher.	Complete 06/30/2018	Abbi Smith	06/30/2018

Notes: Review of Master Schedule at least annually (summer) to put into place extra staff members to assist with small groups
 Be flexible and adaptable to make adjustments for the benefits of students.
 Schedule vertical alignment of planning times for adjacent grades to collaborate and reflect on progress.

2/6/17 Create and maintain data wall to review student growth and progress based on STAR Universal Screening Benchmarks and End of Grade Assessment proficiency and growth.

Complete 06/30/2018

Dottie Hayes, Angela Steele

06/30/2018

Notes: Use STAR Universal Screeners given quarterly to track student growth and progress for students.
 Instructional Facilitator and Administrator will help staff keep the data wall current and facilitate discussions around the analysis of data during PLC's.

MOY Benchmark scores updated on data wall at the end of January.

Data wall updated with EPY STAR data and will be electronic in the Fall.

2/6/17 Complete the MTSS Self Assessment Monitoring Tool to review our progress towards full implementation of the multi-tiered instructional system.

Complete 01/17/2019

Jeni McNulty, Pam Bass

03/01/2019

Notes: Use the MTSS self-assessment monitoring tool annually to assess our progress for full implementation and identify areas for improvement.

Monitoring Tool completed with MTSS Team in October. Team members reviewed all strands with the team they represent and brought back feedback. Results shared at the MTSS Cohort 2 MTSS 1.2 Module Meeting on 01.17.2019 at the Education Center. Team decided to begin working on a rubric for behavior that will work for our school as we do not have many discipline issues. We felt this would be a good place to start to have in place for Fall 2019.

2/13/19 Complete Module 1.2 - team by January, staff by February, present review to staff by team at March Staff Meeting.

Complete 03/27/2019

Toni Greer

04/01/2019

Notes: Staff will create a flipped lesson to review Module 1.2 with staff before beginning Module 1.3 to complete Module 1 for MTSS Cohort 2.

4.01- We discussed how we were going to present 1.2 MTSS Module to the faculty at the March faculty meeting. We decided to use Google Slides, which Pennington is going to create, along with guided notes to give each staff member. Oxford is going to create the guided notes. The staff will have to use the google slide information to complete the guided notes to ensure that every staff member is participating. We will use notes that the SIT members have taken on the 1.2 Module to create the google slides.

2/13/19 Complete Module 1.3- team by end of March, staff by end of September (team decided to change date for best implementation), present review to staff by team at September/October Staff Meeting

Complete 09/30/2019

Toni Greer

10/01/2019

Notes:

1/25/19 Complete Module 1 of MTSS Training - We are in Cohort 2.

Complete 10/01/2019

Stacy Oxford

12/31/2019

Notes: -Complete Module 1.1 by January 8th - as faculty
-Complete Module 1.2 by February 28th - as faculty
-Complete Module 1.3 by May 3rd - team completed - decided to wait until fall to implement with staff

The team will complete Modules one month ahead of faculty to help colleagues with any hindrances and to present a brief overview at the faculty meeting prior to the module that is to be completed.

10/3/19 The school will utilize the Title I budget in order to pay salary for the Elementary Instructional Facilitator to work with teachers at Kings Creek 2 1/2 days per week instead of 2 days per month. The Elementary IF will meet with teachers in PLC weekly to assist with MTSS implementation and bolstering of resources for intervention.

Complete 06/30/2020

Melissa Costin

06/30/2020

Notes:

10/3/19 The staff will assist in developing and progress monitoring the Core Foundational Goals in Math and Language this school year.

Complete 06/10/2020

Melissa Weaver

06/30/2020

Notes: Core Foundational Goals will be progress-monitored monthly by one of the following methods: Istations Monthly/On-Demand, Classroom assessments, STAR Math, STAR Reading, STAR Early Literacy, Big Ideas Assessment, Schoolnet, Imagine Learning, Freckle/Study Island, Easy CBM (Probes).

10/3/19	Implement Wit & Wisdom curriculum as part of the pilot program in tandem with Core Foundational Instruction in order to increase student performance in reading.	Complete 06/10/2020	Shanna Matherly	06/30/2020
<i>Notes:</i> This will be progress-monitored by Wit & Wisdom.				
11/25/19	Implement Common Lit in grades 7-8 to supplement instruction, intervention and provide data for progress monitoring. Provide professional development for CommonLit. Each teacher will set up a class on CommonLit in order to utilize it for progress monitoring. We will monitor use through PLCs, Classroom walkthroughs, and observations.	Complete 06/30/2020	Amy Brawley (2020-22)	06/30/2020
<i>Notes:</i> This was changed to 7-8 because K-6 will all be implementing Wit & Wisdom by next year.				
9/9/20	Continue implementation of Wit & Wisdom schoolwide to include self-selected digital courses for teachers to improve their individual implementation of W&W.	Complete 05/25/2021	Rebecca Hefner (2020-22)	06/15/2021
<i>Notes:</i>				
5/25/21	Staff will review programs for efficacy and use data to determine which programs are finically viable to continue using.	Complete 08/30/2021	Amy Brawley (2020-22)	08/30/2021
<i>Notes:</i>				
8/25/20	Utilizing digital resources, teachers will work with all students to close gaps created by the COVID19 Pandemic that closed schools in March of 2019. Teachers will expand their practice utilizing digital platforms to achieve individualized results with each student. Utilizing individualized and adaptive curricula, teachers will put in place interventions based in Math and Literacy that are integrated through myriad content areas to include the four core: Math, Reading/ELA, Science, and Social Studies. The teaches will work in PLCs to plan and practice using these digital resources to close gaps and use the data to progress monitor as the achievement gap closes. Evidence will be conference/workshop attendance and participation, PLC agendas/minutes, lesson plans in planbook, and data obtained from multiple data sources.	Complete 05/25/2021	Mark Crump (2019-21)	06/30/2022
<i>Notes:</i> The school will provide access to digital programs such as Renaissance Freckle, Renaissance MyON, Study Island, Education Galaxy, Scholastic (print and online informational texts), Read Naturally, Imagine Learning, Studies Weekly, ESGI (diagnostic testing), Learning A-Z, Scholastic, Flocabulary, SeeSaw and several others in order to individualize lessons that close gaps for all students. The staff will also be utilizing free and district-provided programs such as Common Lit, Zearn, Kahn Academy, Big Ideas, Wit & Wisdom IN SYNC to further the effort to close gaps.				

12/13/21	Teachers will attend and participate in LETRS training to improve practice.	Complete 05/26/2022	Mark Crump (2020-2022)	06/30/2023
<i>Notes:</i>				
2/2/22	Beginning in the second nine weeks, students in grades 3-8 will begin utilizing several resources, including a vetted EOG prep workbook combined with direct instruction to practice learned skills in the classroom, find deficiencies and address them, and track student growth and progress - providing a substantial student artifact of work.		Kirsten James (2023-2025)	06/10/2024
<i>Notes:</i>				
11/25/19	The staff is going to learn how to effectively utilize progress-monitoring as part of the tiered intervention process. Professional development will be provided by the district and the school in how to use tools to progress-monitor at appropriate levels during interventions.		Shanna Matherly (2023-2025) Chair	06/15/2024
<i>Notes:</i> Progress monitoring may be by one of the following methods: Istations Monthly/On-Demand, Classroom assessments, STAR Math, STAR Reading, STAR Early Literacy, Big Ideas Assessment, Schoolnet, Imagine Learning, Freckle/Study Island, Easy CBM (Probes).				
11/25/19	The staff will continue and expand the use of manipulatives in all grades to increase student understanding of abstract concepts. Staff will use manipulatives for hands-on problem-solving in all areas consistently (at least 2-3 times weekly) Manipulatives already in the school will be passed out in classrooms to be utilized regularly along with the extensive new manipulatives purchased in the 2022-23 school year.	Complete 01/10/2023	Myra Shore (2022-2023)	06/30/2024
<i>Notes:</i>				
7/5/22	Teachers in K-5 will utilize Foundations A-Z and decodable books (Heggerty and Geodes purchased for KCS) regularly and consistently. This work will be progress-monitored and the data will be used to determine appropriate intervention.		Rachel Thomas (2022-2024)	06/30/2024
<i>Notes:</i>				
10/3/19	Teachers will appropriately plan interventions to utilize weekly with students to include small groups/stations and with planned intervention time on the master schedule.		Shanna Matherly (2023-2025) Chair	06/30/2024

Notes: These efforts will be monitored through lesson plans, administrator observation/walk-through, and the interventions will be progress-monitored by one of the following methods: Istations Monthly/On-Demand, Classroom assessments, STAR Math, STAR Reading, STAR Early Literacy, Big Ideas Assessment, Schoolnet, Imagine Learning, Freckle/Study Island, Easy CBM (Probes).

Implementation:		02/13/2019		
Evidence	2/13/2019 Team completed Module 1.1 and presented to staff in December 2018. Staff completed in January 2019. Evidence can be printed from NCEES and Google Documents submitted.			
Experience	2/13/2019 Team completed Module 1.1 and presented to staff in December 2018. Staff completed in January 2019. Evidence can be printed from NCEES and Google Documents submitted.			
Sustainability	2/13/2019 Team completed Module 1.1 and presented to staff in December 2018. Staff completed in January 2019. Evidence can be printed from NCEES and Google Documents submitted. Module 1.2 has been completed by the team. We are presenting to staff. Plans to present to staff beyond self-completion in NCEES will take place at 02.13.19 SIT meeting.			

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>		<ul style="list-style-type: none"> Staff has had Stewards of Children/Darkness to Light training Staff has had some resiliency training/ACES training 	Limited Development 10/01/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> School counselor will give direct services and classroom lessons focused on student emotional states The school counselor will teach and will consistently utilize the curriculum for all grade levels including "The Social Detective" for K-2, "SuperFlex" for 3-5, and Zones of Regulation for 6-8 All staff will be aware of how the social-emotional curriculum works and how it may be best used in classrooms A systemic process will be in place for notifying student support staff about referrals MTSS will encompass the social and emotional learning piece in the problem-solving process The SST will communicate with teachers to give needed info to improve student outcomes Student support staff will centralize student records and follow protocol for referrals Chronic Absenteeism will reduce <p>Implementation will be tracked through the Student Success Team records and spreadsheet, along with Tier II and Tier III plans that are created for students. Success will be that as many students that need services receive them, while many are helped and able to move back to Tier I.</p>		Abbi Smith (2021-2023)	06/30/2024
Actions			6 of 7 (86%)		
	1/8/20	Darkness to Light District Training	Complete 10/02/2019	Melissa Costin	10/02/2019
	<i>Notes:</i>				
	1/8/20	Robin's Nest Training - Advocacy for Students	Complete 01/08/2020	Melissa Costin	01/08/2020
	<i>Notes:</i>				
	9/9/20	PLCs, during problem-solving, will attend to students' social and emotional learning and make referrals to the Student Support Team.	Complete 05/25/2021	Lorie Toliver (2019-21)	06/15/2021
	<i>Notes:</i>				
	10/1/19	Create and implement systemic process for referring students to student support staff.	Complete 05/22/2021	Lorie Toliver (2019-21)	06/30/2021

	<i>Notes:</i> Student Support Staff (psychologist, social worker, counselor, nurse) will establish a protocol for teachers to make referrals in a quick and efficient way. The protocol will include some type of feedback to the person making the referral and teacher(s) involved in order to protect students and address concerns.			
9/30/21	All teachers will complete online training for Stewards of Children - Darkness to Light.	Complete 01/31/2022	Melissa Costin (Continuing Term)	01/31/2022
	<i>Notes:</i> Teachers will complete self-paced module.			
5/25/21	Due to the social/emotional impacts of the COVID19 pandemic, teachers will need additional social/emotional training to ensure that student needs do not go unnoticed.	Complete 06/01/2022	Amy Brawley (2020-22)	06/15/2022
	<i>Notes:</i>			
6/1/23	The school counselor will provide weekly lessons to all students based on the SEL curriculum (Social Detective, SuperFlex, and Zones of Regulation).		Melissa Costin (Continuing Term)	06/30/2024
	<i>Notes:</i>			
Implementation:		02/02/2022		
Evidence	2/2/2022 All staff has completed significant professional development and are meeting regularly to discuss implementation and the fidelity of what is accomplished.			
Experience	2/2/2022 We had quite a bit of support from the district.			
Sustainability	2/2/2022 We will continue to integrate this into our meetings to further our development and implementation.			

	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:			The district provides resources for Rising Stars for incoming Kinders. Last year, we attempted to provide summer reading opportunities for every student with a low participation rate.	Limited Development 03/16/2022		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			The school will provide summer bridge materials and encourage parents to spend 10 minutes per day with students in the summer. Rising Kinders will be offered an opportunity to participate in Rising Stars to prepare for kindergarten. 2nd/3rd-grade qualifying students will participate in RtA summer camp. The district offers a Summer Bridge Academy for rising 6th and 9th graders. The principal will hold parent meetings with each grade level in the first two months of school to orient parents and to go over ways to help students at home with the curriculum for their grade level.	Objective Met 09/20/23	Abbi Smith (2021-2023)	09/30/2024
Actions						
	3/16/22	Offer an incentive for completing the summer bridge activities. Advertise the incentive on social media, email, etc. multiple times during the summer months.	Complete 08/30/2022	Melissa Costin (Continuing Term)	08/30/2022	
<i>Notes:</i>						
	3/16/22	Provide Summer Bridge activities to all students rising into 1st-8th grades.	Complete 05/26/2022	Melissa Costin (Continuing Term)	06/30/2023	
<i>Notes:</i>						
	6/1/23	The district offers the RtA camp and the Summer Bridge Academy. Staff works hard to encourage parents to participate and follows up to ensure that they attend.	Complete 07/31/2023	Melissa Costin (Continuing Term)	07/31/2023	
<i>Notes:</i>						
	6/1/23	The principal will schedule grade-level meetings with parents at the beginning of the school year.	Complete 08/24/2023	Melissa Costin (Continuing Term)	10/31/2023	
<i>Notes:</i>						
Implementation:				09/20/2023		
	Evidence	11/2/2022 Students and parents are well-informed about this standard and implementation. See SIT minutes as well.				

Experience	11/2/2022 We have put in multiple ways for students to transition.			
Sustainability	11/2/2022 We will continue summer bridge activities and transitional activities in conjunction with high school.			
A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We are currently at a "full implementation" level with academic screening for targeted intervention through STAR, SEL, Imagine, and other data sources. We have started working on behavior with a matrix and spreadsheet to collect data. We have started to collect SEL data through Panorama.	Limited Development 10/25/2021		
How it will look when fully met:	In addition to screening well for academics, our teacher leadership team will be screening data for the behavior and social-emotional learning needs of students. We will respond to those needs in the systemic way we address the academic data by providing interventions, progress-monitoring, and collecting and analyzing data. This data will be provided to and used by the leadership team for determining master schedule needs, human resource needs, and consumable or fixed asset needs in order to raise student growth and achievement in behaviors and SEL.		Rachel Thomas (2022-2024)	06/30/2024
Actions		1 of 3 (33%)		
10/25/21	Collect data from Panorama surveys for students and adults	Complete 10/23/2021	Abbi Smith (2021-2023)	10/31/2021
<i>Notes:</i>				
6/1/23	The leadership team will analyze and disseminate the behavioral data in order to determine interventions. Successful interventions will result in a decrease in documented minor and major behaviors.		Lydia Stewart (2022-2024)	06/30/2024
<i>Notes:</i>				

2/2/22	The behavior committee and counselor will begin reviewing how we monitor behaviors and social-emotional learning with the goal of creating a plan for more efficient tracking of behavioral types, locations, etc. in order to best determine interventions.		Lydia Stewart (2022-2024)	09/30/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>The district utilizes EPS (Educational Programming Services) as the vehicle for a team structure to drive improvement. Schools are provided with agendas, resources, and in-person meetings regularly that works on school improvement, increasing student achievement and growth, building relationships, initiating and monitoring change, and acquisition of resources schools need to continually improve.</p> <p>Many of the resources can be found here: https://www.caldwellschools.com/Domain/21</p> <p>The district keeps copies of the agendas on file.</p>	Full Implementation 01/19/2023		

	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:			We do meet twice monthly as a faculty and leadership team. We review practices for efficiency and outcomes.	Limited Development 10/25/2021		
How it will look when fully met:			<ul style="list-style-type: none"> The faculty will meet once per month in order to go over work with the leadership team on portions of the plan that need review each month and the APLCs (Action PLCs) will meet to go over all indicators directly related to the smaller group work. Results of their work will be brought back and shared with the entire faculty and leadership team. The leadership team will meet once per month in order to assess, create, and monitor indicators based on the faculty meetings and PLCs, taking action as needed. The leadership team will analyze, disseminate and utilize data in order to make intentional instructional decisions and practices. 		Abbi Smith (2021-2023)	06/03/2024
Actions				0 of 2 (0%)		
	6/1/23	Ensure that one meeting per month is a Faculty Meeting with PLC breakout.			Michelle Beard (Continuing Term)	06/30/2024
<i>Notes:</i>						
	6/1/23	Ensure that one leadership meeting is held each month with time to review data and time to assess, create, and monitor indicators as related to the larger plan.			Michelle Beard (Continuing Term)	06/30/2024
<i>Notes:</i>						

		B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The leadership team's input is regularly given on all matters related to curriculum and school improvement. We often ask for parent feedback.	Limited Development 08/31/2021				
<i>How it will look when fully met:</i>	The leadership team will have a better command of the flow of continuous school improvement and find consistent ways to involve parents, giving staff members and parents multiple opportunities to give input and feedback.	Objective Met 09/20/23	Melissa Costin (Continuing Term)	06/30/2024		
Actions						
8/31/21	One SIT member will attend specific training on the continuous school improvement cycle (one event) and come back to train the remainder of the leadership team (two events).	Complete 05/26/2022	Lauren Vines (2021-2023)	06/01/2022		
	<i>Notes:</i> NC DPI training in Burke County.					
5/26/22	The SIT will have a parent liaison that will also serve on the PTO board to disseminate information and begin a two-way communication for SIT and parents.	Complete 09/20/2023	Melissa Costin (Continuing Term)	06/30/2024		
	<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>With the advent of the pandemic, our current efforts need to be enhanced in order to truly provide support for personnel. We currently have a kudos board where all staff receives recognition from colleagues. At the monthly faculty meeting, names are drawn for token prizes and all staff receive the notes to post in their workspace as encouragement.</p> <p>Each meeting begins with staff celebrations and teachers were encouraged to create one goal relating to personal growth on their PDP.</p>	Limited Development 12/01/2020		
<i>How it will look when fully met:</i>		<p>Staff members will believe that Kings Creek School is a good place to work and learn. They will indicate, in surveys, that they feel supported, receive individualized, targeted, and positive affirmation, and they feel supported by the principal. They will practice good professional practices that support their own mental health and well-being in the face of challenging circumstances for educators. The staff members will support each other and find ways to connect with one another that provides more support and a network of human resources.</p> <p>Furthermore, helping the staff to manage stress levels, will lead to healthier employees resulting in fewer absences. The principal completed two additional sixth-month courses focused on staff and student mental health.</p>		Melissa Costin (Continuing Term)	06/30/2024
<i>Actions</i>			3 of 4 (75%)		
12/1/20	Ms. Costin will attend the ASCD Leadership Summit focused on the mental health and well-being of educators in order to capture good ideas and form new plans for supporting the staff members at KCS.	Complete 05/25/2021	Amy Brawley (2020-22)	02/15/2021	
<i>Notes:</i>					
8/11/21	Staff members will be matched up with other staff members as a "buddy." The buddy is responsible for checking in on the emotional and social needs of another staff member.	Complete 05/26/2022	Katie Richards (2021-2023)	06/10/2022	
<i>Notes:</i>					

5/25/21	The principal will build in time during scheduled meetings focusing on personal care and interpersonal relationships.	Complete 05/26/2022	Melissa Costin (Continuing Term)	06/15/2022	
<i>Notes:</i>					
5/26/22	SIT will seek input from staff on ways to increase their own social-emotional health and develop a plan to meet the expectations that we can.		Lydia Stewart (2022-2024)	06/30/2024	
<i>Notes:</i>					
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a master schedule, a duty schedule, and time for instructional planning - though in a school this small with ten grade levels, teachers often flex the time to use it many different ways and at different times as needed.	Full Implementation 10/25/2021		

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>		Classroom visits and informal walkthroughs happen at least weekly and often daily. Teachers are supported and given constructive feedback during these times. All observations recorded in NCEES have descriptive and specific feedback for teachers and the principal coaches teachers regularly as the teaching and learning happen.	Full Implementation 10/25/2021		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have been meeting in small PLCs fixed by grade level (K-1, 2-3, 4-5, & 6-8).	Limited Development 01/09/2023		
<i>How it will look when fully met:</i>		The PLCs will be directed by type of action and responsibility. The staff will meet in these larger PLCs monthly and then, during the leadership meeting, will present results and updates via agendas or in-person as needed. The smaller PLCs remain on the master schedule for teachers to utilize for common planning.		Melissa Costin (Continuing Term)	06/30/2024
<i>Actions</i>			0 of 1 (0%)		
	8/20/23	PLCs will meet monthly, set and accomplish tasks, review data, and report back during the faculty meeting.		Lydia Stewart (2022-2024)	06/10/2024
<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>		KCS has been meeting in small groups to collect and analyze data. This information is used in the School Improvement Team meetings, faculty meetings, PLC meetings, and in working through the MTSS process for every student. These meetings have happened irregularly and while we have worked to create a systemic process for analyzing the data, we believe we have fallen short and can do better. We do use the data (including evaluations and surveys) to determine professional development needs.	Limited Development 01/19/2023		
<i>How it will look when fully met:</i>		All PLCs will meet monthly to collect, analyze and disseminate data throughout all areas (academic, behavioral, social-emotional) and develop recommended actions and plans to the School Improvement Team. The SIT will combine this with overall data such as the Teacher's Working Condition Survey, etc. to make decisions about the plan. It can be measured through agendas and minutes provided by PLCs, by agendas and minutes of the SIT, and by increased student achievement, growth, and well-being.		Stacy Roberts (2022-2024)	06/03/2024
<i>Actions</i>			1 of 2 (50%)		
	1/19/23	Create newly aligned PLC's that focus on academics (core), behavior, and social-emotional well-being. Set up templates for agendas and minutes in Google folder.	Complete 03/08/2023	Myra Shore (2022-2023)	01/31/2023
<i>Notes:</i>					
	6/1/23	The principal will work with selected teachers and a student success coach (if funds permit) in order to analyze data and make decisions within each classroom about grouping, interventions, and remediation needed.		Melissa Costin (Continuing Term)	06/30/2024
<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>		The LEA has procedures and protocols in place for recruiting and replacing staff. The state provides protocols for evaluating teachers. Our school rewards teachers in multiple ways including a BRAG BOARD where colleagues recognize each other for successes and things that are positive. These are shared in a faculty meeting and the notes are given to staff to be kept. The principal celebrates academic, social-emotional, and behavioral successes of students with teachers in post-observation meetings and professional development plan meetings.	Full Implementation 06/01/2023		

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

Initial Assessment:

Staff work hard to involve all stakeholders in the academic achievement of students. Staff plan and carry out four Parent Advisory Councils once each quarter to educate parents/guardians about classroom and curriculum expectations. Core teachers hold parent nights within the first nine weeks of school to informally answer parent questions and present an overview of the curriculum of the grade level. Parent grade level guides and Student/Parent Handbooks are sent home annually to help connect parents with the changes and advancements at the next grade level. Staff hold two mandatory Parent/Teacher Conferences a year with parents to present data and growth as well as next step plans for the team to best support the student. General communication and invitations are sent through classroom level monthly newsletters, personal phone calls home from staff, school Facebook page, school website, Blackboard Connect messages, PowerSchool Parent Portal, and Smore Newsletters. Staying in touch and on the same page as parents/guardians to ensure children are excelling at school and at home with academics is key to a successful educational environment.

A communication committee was formed to oversee parent communication and ensure that parent/school was equitable, consistent, and implemented with fidelity. This committee was responsible for providing staff development on communication as well as monitoring communication practices. Surveys were sent periodically throughout the year to evaluate communication efforts.

Limited Development
12/28/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<ul style="list-style-type: none"> Parents will feel welcome to participate in school events as evidenced by an increase in parent/student attendance We will see positive increases in academics, specifically evidenced by fewer zeros, missed assignments, and very low grades for poor attempts as parents will be advised and more involved. Parents will be informed about the progress of their student's grades throughout the year in multiple ways including providing listings of any missing work, standards not yet met, assessment results, and Teachers will feel confident in speaking with parents, and likewise, parents will feel comfortable communicating with teachers so communications will increase as evidenced by Talking Points, BBComm, email, and parent conferences. The leadership team will modify and use the Title I Parent Survey to garner more information about the school-parent partnership. 			Melissa Costin (Continuing Term)	06/30/2025
Actions			5 of 7 (71%)		
2/13/19	Tester helping other teachers with creating classdojo and communicating with parents. Angela Steele also helping teachers. Some use remind, classdojo, and bloomz to open communication with parents.		Complete 09/13/2019	Rebecca Tester	08/30/2019
<i>Notes:</i>					
11/17/20	Utilize Dojo (PreK-3) and Remind (Paid plan for 4th-8th) to establish two-way communication for parents and teachers. The committee will continue to monitor effectiveness to see if switching to one form of two-way communication would be better for parents and if teachers can effectively use these communication tools in order to provide more learning opportunities for students.		Complete 05/25/2021	Amy Brawley (2020-22)	06/30/2021
<i>Notes:</i>					
5/25/21	Ongoing professional development on best communication practices for staff to include Talking Points.		Complete 05/26/2022	Mark Crump (2020-2022)	06/15/2022
<i>Notes:</i>					
5/25/21	Title I Family Nights - teachers will interact and have conferences with parents in order to provide specific feedback about their child's skills and how parents can support learning at home. One will happen in the fall (Reading) and one in the spring (Math/Science).		Complete 05/26/2022	Melissa Costin (Continuing Term)	06/15/2022
<i>Notes:</i>					

3/28/23	We will screen students for the fall school year, recommending Rising Stars in the summer to help students bridge into kinder.	Complete 04/20/2023	Abbi Smith (2021-2023)	09/01/2023
<i>Notes:</i>				
6/1/23	The leadership team will expand and modify the Title I Parent Survey sent home annually to garner more information about the parent partnership, ways to improve it, etc.		Kirsten James (2023-2025)	05/01/2024
<i>Notes:</i>				
6/1/23	All teachers will respond to parent inquiries the next business day as evidenced in the parent contact logs.		Shanna Matherly (2023-2025) Chair	06/30/2024
<i>Notes:</i>				
Implementation:		05/26/2022		
Evidence	5/26/2022 See the Talking Points program for the history of calls and the Title I documentation for the family nights.			
Experience	5/26/2022 The staff learned to use Talking Points, and after a slight bump in the road with technology, has become quite proficient in the use. Parents have also learned the program and are using it to communicate with teachers and directly with the principal. Our website is updated daily. We had both Title I family nights.			
Sustainability	5/26/2022 Continue Title I nights, continue use of Talking Points, and continue updating website.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are utilizing Talking Points for two-way communication with parents. We use the blackboard program for announcements as well. We engage parents on Facebook and send out newsletters in all of these formats. We need to work on our website and transition to the new website this year.	Limited Development 10/25/2021		
<i>How it will look when fully met:</i>		In addition to Talking Points, Blackboard, and Facebook, we will be utilizing the new website format from the district to communicate with the community.		Lydia Stewart (2022-2024)	06/30/2024
<i>Actions</i>					
<i>Notes:</i>					