

Comprehensive Progress Report

Mission: Whitaker Elementary School offers a curriculum that is devoted to mastery of the academic fundamentals necessary for the development of each student's full potential. The teachers and staff at Whitaker believe education is a responsibility shared by the child, the home, the school and the community.

Vision: Whitaker Elementary School promotes and expects academic excellence as we strive to prepare all of our students to be successful citizens in the 21st century.

Goals:

All students will actively engage in differentiated, standards-aligned units of instruction in all subjects appropriate to their grade and ability level. (A2.04)

All students needing focused and strategic intervention will be offered opportunities using a variety of resources. (A4.01)

Every student will be given the opportunity to be successful through teachers engaging in professional development. (C2.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Individual teacher classroom rules and procedures established, taught and reviewed with students on a regular basis School-wide rules and expectations printed in student planners and reviewed at the beginning of the year (with reminders as needed) Grade-level expectations (2-5) meetings with administration. 	Limited Development 10/23/2017		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> All students will have clear knowledge and understanding of classroom and school expectations and procedures. School-wide expectations and procedures will be enforced consistently throughout the building by all adults. Individual classrooms will have posted expectations. 		Lindsay Mikesell	09/15/2019
Actions				6 of 10 (60%)		
	10/23/17	Create and manage CAR (Corrective Action Report) form school-wide.			Lindsay Mikesell	11/15/2017
	<i>Notes:</i>					
	1/15/18	Manage the Corrective Action Request (CAR) form process		Complete 06/15/2018	Lindsay Mikesell	06/15/2018
	<i>Notes:</i>		Count of CAR forms and survey of teachers/staff EOY.			
	9/18/18	Create a School Wide Compact for streamlined expectations		Complete 09/11/2018	Catherine Yancey	09/11/2018
	<i>Notes:</i>					
	9/18/18	Attend and participate in Leader in Me Visit at AB Combs Elementary School		Complete 11/08/2018	Lindsay Mikesell	11/08/2018
	<i>Notes:</i>					
	6/15/18	Create teacher survey of discipline processes.		Complete 01/16/2019	Lindsay Mikesell	12/21/2018
	<i>Notes:</i>					
	1/16/19	Analyze teacher survey of discipline processes		Complete 02/27/2019	Lindsay Mikesell	02/28/2019
	<i>Notes:</i>					
	9/18/18	Implement School Wide Compact and associated expectations		Complete 06/11/2019	Catherine Yancey	06/15/2019
	<i>Notes:</i>					
	5/30/19	Attend Teacher Leader In Me Habits trainings			Sharon Creasy	02/01/2020
	<i>Notes:</i>					
	5/30/19	Monitor and compare discipline outcomes from 2018-2019 discipline survey to 2019-2020 survey.			Lindsay Mikesell	03/03/2020

<i>Notes:</i>					
5/30/19	Teachers implement strategies into daily instruction through LIM lessons/workbooks etc.			Sharon Creasy	06/09/2020
<i>Notes:</i>					

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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!	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>			<ul style="list-style-type: none"> Weekly PLT meetings Lesson plans Weekly grade-level meetings Quarterly planning days Common Resources: Steck Vaughn math, NC Ready Review, Raz-Kids Data to support current level of development: EOG, TRC, Classroom Walk-Through Data, K-2 math data, PLT Minutes 	Limited Development 06/20/2017		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> Pre/post MobyMax assessments administered Released math EOG administered during fourth quarter Grade-level common assessments created, administered and utilized in tested subjects 		Brittany Barnes Polk	06/15/2019
Actions				5 of 10 (50%)		
6/20/17			Give released math EOG	Complete 06/11/2019	Sheila Hester	05/31/2018
<i>Notes:</i>						
6/20/17			Common assessments: create, administer and utilize results	Complete 06/15/2018	Catherine Yancey	06/08/2018
<i>Notes:</i> This is an ongoing action step; many grades will administer common assessments more frequently than once per quarter.						
9/25/18			Designated teacher will instruct staff in new Math/ELA standards.	Complete 03/15/2019	Sheila Hester	06/15/2019
<i>Notes:</i>						
9/25/18			K-2 teachers implement OG and Reading Research to Classroom Practice (RRCP) within lesson and unit plans.	Complete 06/11/2019	Wendy Hodge	06/15/2019
<i>Notes:</i>						
3/13/19			Based on MTSS reading data, implement school wide reading program to boost reading motivation and proficiency (Great Whitaker Read).	Complete 06/11/2019	JoEllen Weeks	06/15/2019
<i>Notes:</i>						
6/1/19			Create CFAs for math and reading in grade level PLTs		Sheila Hester	06/01/2020

<i>Notes:</i>				
6/1/19	Create standards based lessons in grade level PLTs		Sheila Hester	06/01/2020
<i>Notes:</i>				
6/1/19	3rd grade and new staff (K-2) implement OG and RRCP within lesson and unit plans.		Sheila Hester	06/01/2020
<i>Notes:</i>				
6/1/19	Teachers use Planbook to plan standards based instruction with grade level team		Sharon Creasy	06/01/2020
<i>Notes:</i>				
6/15/18	Unpack new grade level standards for ELA and Math in PLT with collaboration with IF		Sheila Hester	06/15/2020
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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!	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> PEPs/MTSS IST regularly meets Reading support staff RAZ Kids 	Limited Development 06/20/2017		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> Will have data wall with process for updating and decision-making Will use MobyMax as needed Will have purchased and implemented iReady for at-risk students Staff development in MobyMax and iReady 		Sharon Creasy	06/15/2019
Actions				8 of 10 (80%)		
6/20/17		Establish and maintain student data cards		Complete 09/14/2017	Sharon Creasy	09/15/2017
<i>Notes:</i> Student data cards will be updated as new data becomes available; at a minimum this will take place quarterly.						
6/20/17		Purchase of iReady for at-risk students		Complete 11/15/2017	Lindsay Mikesell	11/15/2017
<i>Notes:</i>						
6/20/17		Implement MobyMax personalized learning system in grades 1-5.		Complete 11/01/2017	Lynne LeClair	03/29/2018
<i>Notes:</i>						

	4/12/18	Evaluate alternative personalized learning software platform.	Complete 06/15/2018	Bobby Stern	06/15/2018
	<i>Notes:</i>				
	4/12/18	Evaluate pros/cons and effectiveness of MobyMax.	Complete 06/15/2018	Bobby Stern	06/15/2018
	<i>Notes:</i>				
	6/15/18	Make a decision on implementation of Education Galaxy	Complete 09/25/2018	Sharon Creasy	10/10/2018
	<i>Notes:</i>				
	9/25/18	Staff will learn to use MTSS platform to support student goals.	Complete 04/24/2019	Catherine Yancey	04/24/2019
	<i>Notes:</i>				
	9/25/18	Teachers will utilize Education Galaxy with fidelity.	Complete 06/01/2019	Sheila Hester	06/15/2019
	<i>Notes:</i>				
	6/1/19	Staff will identify Tier 2 students and target interventions		Sheila Hester	06/01/2020
	<i>Notes:</i>				
	6/1/19	Utilize support staff to do interventions with Tier 2 students.		Sheila Hester	06/01/2020
	<i>Notes:</i>				
!	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
Initial Assessment:		<ul style="list-style-type: none"> Class meetings Classroom guidance Student core values Character Education with teachers and Boosterthon Attendance recognition 4th grade survey 	Limited Development 06/20/2017		
How it will look when fully met:		<ul style="list-style-type: none"> Teachers and other adults are able to support and arrange for support for students as needed in the classroom. 		Andrea Sowers	06/18/2019
Actions			10 of 15 (67%)		
	6/20/17	Survey all students regarding emotional well-being	Complete 11/20/2018	Andrea Sowers	11/28/2018
	<i>Notes:</i>				
	10/31/18	Analyze data from Panorama SEL Survey	Complete 01/30/2019	Andrea Sowers	01/23/2019
	<i>Notes:</i>				
	1/16/19	Participate in district webinar to learn how to effectively analyze Panorama Survey Results	Complete 01/18/2019	Andrea Sowers	01/23/2019
	<i>Notes:</i>				
	6/20/17	Increase focus on behavior with development and implementation of problem solving/reflection tools in classrooms.	Complete 02/20/2019	Andrea Sowers	01/30/2019

	<i>Notes:</i>			
9/18/18	All staff will engage in Leader in Me Book Study/Book Talks	Complete 02/27/2019	Sharon Creasy	02/28/2019
	<i>Notes:</i> Moved date because of loss of early release days			
9/18/18	View and discuss Resilience documentary with all stakeholders (ACEs discussion)	Complete 02/27/2019	Sharon Creasy	02/28/2019
	<i>Notes:</i>			
3/13/19	Create LIM Leadership "Lighthouse" Team for planning upcoming SEL program	Complete 04/23/2019	Lindsay Mikesell	04/24/2019
	<i>Notes:</i>			
6/1/19	Review Panorama Survey	Complete 06/14/2019	Sharon Creasy	06/14/2019
	<i>Notes:</i>			
6/1/19	Leader In Me Training	Complete 06/14/2019	Sharon Creasy	06/14/2019
	<i>Notes:</i>			
3/13/19	Engage in Leader In Me Training to support school-wide SEL initiative	Complete 09/30/2019	Sharon Creasy	09/30/2019
	<i>Notes:</i>			
11/12/19	Staff will review and discuss Panorama Results		Sharon Creasy	11/30/2019
	<i>Notes:</i>			
11/12/19	Teachers will Implement LIM, attend professional development for LIM, and include 7 habits in daily instruction.		Sharon Creasy	06/20/2020
	<i>Notes:</i>			
11/12/19	Display 7 Habits throughout building		Sharon Creasy	06/20/2020
	<i>Notes:</i>			
11/12/19	Complete LIM student guide.		Staff	06/20/2020
	<i>Notes:</i>			
11/12/19	LIM Video Night for parents.		Lighthouse Team	11/20/2020
	<i>Notes:</i>			

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Beginning stages of data wall creation Strategic roster meetings to prepare for transition to next grade MobyMax, RAZKids and iReady progress and levels transition with students from year to year 	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Data wall will be used to make informed decisions about student progress in order to create strategic rosters for the following school year Students will continue at their appropriate level from year-to-year on Mobymax, RAZ kids and iReady (at-risk students) 	Objective Met 10/23/19	Sharon Creasy	06/08/2019
Actions					
	10/30/17	Purchase iReady accounts for at-risk students and provide staff training on the iReady program	Complete 11/15/2017	Lindsay Mikesell	11/15/2017
	<i>Notes:</i>				
	1/24/18	Implement iReady usage through: classroom expectations, before and after school sessions.	Complete 05/31/2018	Lindsay Mikesell	05/31/2018
	<i>Notes:</i> Classroom expectation: 45 minutes per subject, per week				
	10/30/17	Use student data cards and teacher anecdotal notes to build strategic rosters for the next school year.	Complete 08/27/2018	Sharon Creasy	08/27/2018
	<i>Notes:</i>				
	9/25/18	Use observation/walk through data to inform teachers of growth and "pineapple chart" opportunities among colleagues in all grades.	Complete 01/16/2019	Brittany Barnes Polk	01/15/2019
	<i>Notes:</i>				
	9/25/18	Participate in Cohort 3 of district MTSS professional development.	Complete 04/24/2019	Andrea Sowers	04/24/2019
	<i>Notes:</i>				
	1/24/18	Use student data spreadsheet as a basis for intervention, enrichment and instructional grouping.	Complete 06/14/2019	Sheila Hester	05/31/2019
	<i>Notes:</i>				
	10/30/17	Update data spreadsheet for students as new data is available	Complete 06/14/2019	Sheila Hester	06/08/2019
	<i>Notes:</i>				
	1/16/19	Scheduled grade level observations of vertical instruction	Complete 06/14/2019	Sharon Creasy	06/08/2019

<i>Notes:</i>				
9/25/18	Evaluate possibilities for teachers to instruct on varying grade levels during assignments for the school year.	Complete 06/14/2019	Sharon Creasy	06/15/2019
<i>Notes:</i>				
6/1/19	Complete BOY assessments	Complete 09/30/2019	Grade level teachers	10/01/2019
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

- School improvement team meets consistently including: parent rep, classified rep, 2 admin reps, teacher reps, special education rep, instructional superintendent rep, support staff rep, instructional support rep.
- Learning Walks with district level leadership to examine SIP goals including parent and teacher representation to assess implementation of SIP goals school wide.

Superintendent Dr. Beverly Emory; Deputy Superintendent Dr. Kenneth Simington; Instructional Superintendents: Donna Cannon, Patricia Gainey, Rusty Hall, Dr. Lionel Kato, Dr. Amy Nail, and Dr. Karen Roseboro; Assistant Superintendent for Operations Darrell Walker; Chief Financial Officer Kim Slusher; Chief Human Resources Officer Matt Dixon; Chief Program Officers: Kevin Sherrill (Technology), Dr. Marty Ward (Research & Evaluation), Andy Kraft (Accountability), Brent Campbell (Marketing & Communications), General Counsel Dionne Jenkins and Chief of Staff Alex Hoskins.

Collaborating team members include: Chief Program Officer for Exceptional Children Sam Dempsey, Executive Director of Federal Programs Dr. Kelly Hales, Director of School Administration Sam Mills and Director of Instructional Support Processes Deborah Hartman. The District Support and Improvement Team meets weekly and is committed to providing oversight and support to all schools; with additional focus on Low Performing Schools. School Improvement Grant (SIG), Comprehensive Support and Improvement (CSI), and a subset of Targeted Support and Improvement (TSI) schools will also receive an additional layer of focus and support via the Inspire340 initiative. Each school is provided training in conducting a comprehensive needs assessment, analyzing the resulting data, setting goals, selecting appropriate school improvement strategies, and developing action steps for implementation and monitoring. The WS/FCS district uses the NCStar platform for school improvement planning purposes

As part of the school improvement process and district support frameworks, Monitoring & Support Teams will conduct monitoring visits between two and five times per year based on a differentiated tiered process. The Monitoring and Support Teams will consist primarily of personnel from the Instructional Services Division. The Monitoring and Support Team Facilitators will regularly update the District Support Team and all visits are documented for review in a common electronic

Limited Development
06/21/2017

location.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

- Leadership team (Principal, Assistant Principal, SIT Chair and SIT Chair-elect) will meet before SIT meetings to set and send out monthly SIT meeting agenda.
- Agenda will follow the format provided in Indistar and will focus on assessing, creating and monitoring priority indicators.
- Monthly SIT meetings will adhere to the set agenda to increase effectiveness of the SIT.

The District Support and Improvement Team meets weekly to review and discuss plans to improve school performance across the district. The Instructional Superintendent group will meet monthly to review and provide feedback on school improvement plans. SIG grant, CSI and a subset of TSI schools will receive additional feedback on their school improvement plans from Dr. Karen Roseboro and a state level coach. Additionally, schools will receive between two and five monitoring visits from a monitoring and support team based on a differentiated tiered process.

The district will provide support and training for schools in conducting a comprehensive needs assessment, analyzing the resulting data, setting goals, selecting NCStar Indicators, and developing action steps for implementation and monitoring. As a result of these and other supports, our school will for 2 years consecutively:

- o MEET (positive) and/or EXCEED growth expectations AND
- o Meet school based achievement gap goals AND
- o Meet school based 3rd grade reading targets OR
- o Meet school based graduation rate targets

**Objective Met
06/01/19**

Sharon Creasy

08/30/2019

Actions

6/21/17

Create a meeting schedule for the leadership team to create the agenda and send it out.

Complete 09/14/2017

Lindsay Mikesell

09/15/2017

Notes:

10/30/17

The LEA and LEA representatives will attend updated LEA training.

Complete 10/01/2017

Sharon Creasy

12/20/2017

	<i>Notes:</i> Assistant Principal complete; other positions scheduled			
1/24/18	Actively seek out two parent representatives to serve on the School Improvement Team.	Complete 03/28/2018	Sharon Creasy	03/28/2018
	<i>Notes:</i>			
1/24/18	All SIT Team members will actively engage in creation of SIP	Complete 09/19/2018	Catherine Yancey	09/19/2018
	<i>Notes:</i>			
6/15/18	Create a meeting schedule per quarter for the Leadership Team to review meeting agendas and plan for whole group meetings	Complete 11/14/2018	Lindsay Mikesell	11/28/2018
	<i>Notes:</i>			
9/25/18	Monitoring visits will be conducted three times per year using a differentiated tiered system to provide feedback on the implementation of selected school improvement plan strategies and district level imperatives (Assign to Principal & Dr. Lionel Kato w/ Target Date of 5/17/2019) ☐	Complete 05/17/2019	Sharon Creasy	05/17/2019
	<i>Notes:</i>			
9/25/18	Provide training at least 4 times per year to schools on school improvement planning processes (i.e. .N.A, NCStar, SMART Goals, data analysis, and Continuous Improvement Process	Complete 05/30/2019	Sharon Creasy	05/30/2019
	<i>Notes:</i> EVAAS district and school data analyzed by faculty on 10/30/2018			
9/25/18	Instructional Superintendent will monitor and provide feedback on school improvement plan at least 10 times per year	Complete 06/30/2019	Donna Cannon	06/30/2019
	<i>Notes:</i>			
9/18/18	All SIT members will engage in the SIP planning and implementation process as well as assume task responsibilities.	Complete 06/30/2019	Sharon Creasy	06/18/2020
	<i>Notes:</i>			
Implementation:		06/01/2019		
Evidence	6/1/2019			
Experience	6/1/2019			
Sustainability	6/1/2019			

!	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:			<ul style="list-style-type: none"> The School Improvement Team, made up of administrative, instructional, special education, teacher, classified and parent representatives, meets one time per month to review implementation of effective practices. The School Leadership Team, made up of representatives from the School Improvement Team, meets one time per month to review the work of the SIT and to plan for the next SIT meeting. 	Limited Development 06/21/2017		
How it will look when fully met:			<ul style="list-style-type: none"> Calendar showing dates of monthly SIT meetings Agendas and approved minutes from leadership team meetings and SIT meetings. 		Lindsay Mikesell	06/15/2019
Actions				3 of 4 (75%)		
	6/21/17		Craft and actuate a schedule for consistent leadership team meetings twice monthly.	Complete 08/28/2017	Rebecca Craps	08/28/2017
			<i>Notes:</i>			
	10/30/17		Recruit and provide training for a School Improvement Chair-elect	Complete 05/16/2018	Rebecca Craps	05/16/2018
			<i>Notes:</i>			
	10/30/17		Provide Indistar training for new School Improvement Team members.	Complete 10/31/2018	Lindsay Mikesell	10/09/2018
			<i>Notes:</i>			
	9/18/18		Engage in monthly SIT Leadership Meetings		Lindsay Mikesell	06/18/2019
			<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
!	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Use At-Risk funds to support interventionist time for At-Risk students in grade 3 to support transition to 4th grade and successful completion of state mandated Read to Achieve benchmark.	Limited Development 10/03/2018		
<i>How it will look when fully met:</i>		<p>All third grade students will successful pass Read to Achieve NC benchmark.</p> <p>Evidence will include identified students and a spreadsheet of:</p> <p>Track mClass assessments</p> <p>Analyze BOG to EOG change for impact of additional time.</p> <p>Track ELA grades and Check-Ins at quarterly reporting periods.</p>		Lindsay Mikesell	06/14/2019
Actions			2 of 5 (40%)		
	10/3/18	Submit At-Risk budget for approval for this objective.	Complete 10/31/2018	Lindsay Mikesell	10/31/2018
<i>Notes:</i>					
	10/31/18	Track identified at-risk student tutoring	Complete 06/14/2019	Sheila Hester	06/15/2019
<i>Notes:</i>					
	6/1/19	I-Ready Assessment tools for at-risk students.		Grade Level Teachers	06/01/2020
<i>Notes:</i>					
	6/1/19	Record data from I-Ready assessment in grade level data sheets.		K-5 Teachers	06/01/2020
<i>Notes:</i>					
	6/1/19	First Grade teacher assistants intervening with first grade students in reading with differentiated reading groups.		First Grade Assistants	06/01/2020

Notes:

!	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
Initial Assessment:			<ul style="list-style-type: none"> Classroom Walk-Throughs Administrative partnership with Professional Learning Teams Teacher Observations Teacher Coaching; Data Review Review and management of instructional resources and structures of access Develop Tier II capacity to address teacher and student support Lesson plan review and feedback Providing professional development needs with supplemental coach implementing the Balanced Literacy structure from the district. 	Limited Development 02/15/2017		
How it will look when fully met:			<ul style="list-style-type: none"> Established schedule and documentation of classroom walk-throughs Building map and schedule to track where administration has been 		Lindsay Mikesell	05/31/2019
Actions				7 of 11 (64%)		
	6/20/17		Review and streamline current walk through instrument	Complete 10/09/2017	Lindsay Mikesell	09/15/2017
<i>Notes:</i>						
	6/20/17		Create a schedule and map to provide equitable time in all classrooms	Complete 11/14/2017	Lindsay Mikesell	11/15/2017
<i>Notes:</i>						
	1/23/18		Assure compliance with the schedule.	Complete 06/01/2018	Sharon Creasy	03/28/2018
<i>Notes:</i>						
	1/23/18		Assess classroom walk through data.	Complete 05/31/2019	Sharon Creasy	05/31/2019
<i>Notes:</i>						
	9/18/18		Establish Classroom Walk Through schedule	Complete 06/14/2019	Lindsay Mikesell	06/18/2019
<i>Notes:</i>						
	9/18/18		Conduct and share feedback for Classroom Observations	Complete 06/14/2019	Lindsay Mikesell	06/18/2019
<i>Notes:</i>						
	9/18/18		Implement Classroom Walk Through instrument	Complete 06/14/2019	Lindsay Mikesell	06/18/2019
<i>Notes:</i>						
	6/1/19		Assess classroom walk through data.		Sharon Creasy	06/01/2020
<i>Notes:</i>						

6/1/19	Establish Classroom Walk through guidelines with Google Form data collection and teacher notification.		Lindsay Mikesell	06/01/2020
<i>Notes:</i>				
6/1/19	Implement Classroom Walk Through Instrument		Lindsay Mikesell	06/01/2020
<i>Notes:</i>				
11/13/19	Monitor ready and iStation usage		Creasy, Mikesell	11/20/2020
<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
Initial Assessment:			<ul style="list-style-type: none"> Data reviewed post each assessment in PLT groups Grade-Levels, individually, in SIT and within whole staff meetings Achievement. Data -Benchmark assessments analyzed include formative assessments, Panorama Data, EOQ, CogAT, ITBS, BOG, EVAAS and EOG in all content areas. Demographic Data Behavior Data Attendance Data 	Limited Development 04/04/2017		
How it will look when fully met:			<ul style="list-style-type: none"> Attendance data will show an improvement in tardies and attendance There will be established, consistent school-wide expectations for professional development Professional development plans will correlate with needs determined by assessing data Our school will raise the achievement of African American students by 10 percentage points ELA - AA achievement in ELA will go from 46.9% to 56.9% (19 of 32 AA Students will be proficient in ELA) Math - AA achievement in Math will go from 50% to 60% (19 of 32 AA Students will be proficient in Math) Analyze data from pre and post-tests. Multicultural Week Spotlight Heritage in Front Lobby Display 		Lindsay Mikesell	06/15/2019
Actions				4 of 9 (44%)		
	4/4/17	Identify all non-proficient students at benchmark assessments with emphasis in sub-groups.		Complete 06/15/2018	Bobby Stern	06/15/2018
	<i>Notes:</i> This is a beginning work on planning and task building for this objective.					
	6/20/17	Establish and maintain a data wall with roster cards for all students.		Complete 09/14/2017	Sharon Creasy	06/15/2018
	<i>Notes:</i>					
	9/18/18	Review aggregated learning walk data to identify trends		Complete 06/14/2019	Brittany Barnes Polk	05/01/2019
	<i>Notes:</i>					
	6/20/17	Implement attendance improvement program.		Complete 06/14/2019	Wendy Hodge	06/15/2019

	Notes: Quarterly recognition Weekly on WTKR			
9/25/18	Utilize Grade Level Planning Days to analyze data and collaborate to identify best practices for growth.		Lindsay Mikesell	05/30/2020
	Notes:			
6/20/17	Align staff development to needs determined by data		Sheila Hester	06/08/2020
	Notes: Working towards implementation of this action step through teacher surveys, etc. Leader In Me and Orton-Gilliam Training, IReady and iStation training			
9/25/18	Analyze performance data to identify at-risk students and provide interventions from RI and other support staff.		Sharon Creasy	06/15/2020
	Notes:			
11/13/19	Create protocol norms to guide reflections about data.		Sheila Hester	06/20/2020
	Notes:			
11/13/19	Cultural Awareness Professional Development		Sharon Creasy	06/20/2020
	Notes:			

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> Teacher evaluation process Recruitment fair Notice of Intent form Awareness and sensitivity to life balance, i.e. trade time 	Limited Development 06/20/2017		
How it will look when fully met:			<ul style="list-style-type: none"> Create an environment of appreciation and purpose Plan in place to acknowledge teacher achievement and professional opportunities Low turnover rate 		Lindsay Mikesell	06/08/2019
Actions				0 of 1 (0%)		
	10/30/17		Acknowledge staff accomplishments in newsletters, meetings and social media.		Sharon Creasy	06/08/2019
			Notes: This is an ongoing, year-long process with primary responsibility being the principal's, but not limited to the principal.			

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>			<ul style="list-style-type: none"> Classroom newsletters Open House, Curriculum Night and Read to Achieve night Bloomz E-mails and Phone calls Whitaker Weekly school-wide newsletter Connect 5 notifications Teacher Powerschool Learning webpages Fall Fest and May Fest events Student handbook Parent conferences Social media - Facebook, Twitter, Instagram PTA meetings 	Limited Development 04/26/2017		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> 2018-19 Establish and implement an expectation model guiding culture, academics and leadership among students, staff and stakeholders. 2017-18 Development and adherence to school compact - acknowledged by faculty, staff, parents and students 		Catherine Yancey	05/15/2019
<i>Actions</i>				5 of 6 (83%)		
	6/20/17		Consider schoolwide compact for all students to be signed by faculty, staff, students and parents prior to and at the start of the next school year.	Complete 09/18/2018	Rebecca Craps	05/15/2018
			<i>Notes:</i> Chose to look at whole-school model instead of just a compact to establish expectations.			
	5/16/18		Host and attend Leader In Me information session atwith staff and parent representatives.	Complete 06/07/2018	Catherine Yancey	05/24/2018
			<i>Notes:</i> A program to enhance the culture, academics and leadership for all school stakeholders.			
	9/18/18		Parents agree to school wide compact	Complete 09/18/2018	Catherine Yancey	09/18/2018
			<i>Notes:</i>			
	6/15/18		Staff participates and engages in "Leader In Me" book study/book talks	Complete 02/27/2019	Sharon Creasy	02/28/2019
			<i>Notes:</i>			
	6/15/18		Staff and parent visits to LIM schools	Complete 11/01/2019	Lindsay Mikesell	05/30/2019

Notes:

6/1/19 Begin implementation of Leader In Me

Sharon Creasy

06/01/2020

Notes: