Comprehensive Progress Report

Mission:

Youngsville Elementary School will inspire life-long learners to achieve happiness and success in the 21st Century.

Vision:

Every student valued, cared for, and empowered.

Goals:

For the 2020-21 school year, 64% of students in grades 3-5 will demonstrate proficiency on the reading end of grade assessments and meet expected growth as measured by EVAAS.

For the 2020 - 2021 school year, 60% of students in grades 3-5 will score at proficiency as measured by the end of grade test in math and meet expected growth as measured by EVAAS.

For the 2020-21 school year, 70% of students in grade 5 will achieve proficiency on the Science end of grade assessments.

36% of students with disabilities will achieve proficiency on the NC end of grade assessments in reading and math for 2020-21.

For 2021-22, 60% of 3rd grade students will achieve proficiency as measured by the NCEOG reading assessment.

For 2021-22, 67% of 4th grade students will achieve proficiency as measured by the NC EOG reading assessment.

For 2021 - 22, 55% of 5th grade students will achieve proficiency as measured by the NC EOG reading assessment.

For 2021-22 school year, 65% of 3rd grade students will achieve proficiency as measured by the NC EOG in math.

For the 2021-22 school year, 70% of 4th grade students will achieve proficiency as measured by the NC EOG in math.

For the 2021-22 school year, 60% of 5th grade students will achieve proficiency as measured by the NC EOG in math.

For the 2021-22 school year, 70% of 5th grade students will achieve proficiency as measured by the NC EOG science assessment.

Math target for 2022-23 is 70% proficiency (grades 3-5).

Reading target goal for 2022-23 is 66% (grades 3-5).

Science target goal for 2022-23 is 80%.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Dimension A - Instructional Excellence and Alignment**
Effective Practice:	**High expectations for all staff and students**

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Youngsville Elementary has been impacted by the Covid 19 pandemic like other schools. The disconnect created by Covid is showing up in student behavior. There has been a social/emotional toll on students. Prior to Covid 19, our school had an established Positive Behavior Support program in place. At the end of 2022, we began to intentionally reconnect to PBIS school-wide. Initial efforts in this reconnect have been to teach and model expectations. Resources including scripts and videos have been shared. PBIS expectations and reinforcers have been taught and modeled in classrooms and in a school-wide assembly. Yellow tickets are used to reinforce positive behaviors and students can trade those in for prizes, rewards. We just concluded quarter one and PBIS school-wide reward events were held. Student discipline data from 2021-2022 school year show that students struggled with managing emotions, solving problems, and refusing provocations. Even with SEL supports in place, there were 219 office referrals. Aggressive behaviors were the highest infraction at 31%. 52% of referrals occurred during non-instructional time (buses, recess, transitions). On the Teacher Working Conditions Survey, 78% of teachers agreed that "students at this school follow the rules of conduct." 93.7% agreed that "administrators support teacher's efforts to maintain discipline in the classroom." Data to consider: Education Handbook data, staff survey, observation data, Teacher Working Conditions Survey	Limited Development 08/14/2019		

				Latelle Williams	06/12/2023
How it will look when fully met:	All YES teachers and staff will utilize PBIS tools to model and teach positive behaviors. Tickets and other reinforcers will be used school-wide. All teachers will manage the classroom effectively. The administration will observe and give feedback on classroom management. The administration will discuss and share best practices in meetings and PLCs. Best practices will focus on adult behaviors/core practices. YES faculty will acknowledge that social and emotional well-being is directly related to the choices that students make daily. YES faculty and staff will use opportunities to teach and/or reinforce responsibility, problem solving, respect, communication, positive relationships, and handling conflict. Students will know that adults at school will help them when they need assistance and adults will respond. Teachers will manage time, space, and interaction so that high engagement occurs and a sense of community exists. Tier plans will be developed and implemented to address students not successful outside of core behavior instruction. Office referrals will decrease by 20% in 2022-2023. Aggressive behavior referrals will decrease to no more than 20%. Walkthrough and observation data, Educator's Handbook, teacher and student surveys, and climate surveys will be used to track full implementation.				
Actions		**5 of 13 (38%)**			
11/6/22	Train teachers and staff in student discipline flow chart and provide resources.		Complete 07/29/2022	Administration	07/25/2022
	Notes:				
11/6/22	Provide teachers with scripts for PBIS expectations, procedures at the beginning of the year.		Complete 07/29/2022	Frank Wiggins	07/25/2022
	Notes:				
11/1/22	At the beginning of the year, set clear expectations for behavior and PBIS expectations through school wide assemblies, scenarios, and classroom scripts.		Complete 07/22/2022	Christa Cigna	07/30/2022
	Notes:				
11/1/22	All teachers and staff will use PBIS golden tickets to reinforce positive behaviors demonstrated by students.		Complete 08/12/2022	Tara Smith	08/15/2022
	Notes:				

11/1/22	PBIS reward days will be scheduled once per quarter to allow students an opportunity to spend their PBIS bucks.	Complete 09/16/2022	Christa Cigna	09/16/2022
Notes:				
11/6/22	Hold monthly "mini-assemblies" to recognize students selected for best exhibiting the character trait of the month - JR JAG of the month from each homeroom.		Frank Wiggins	12/15/2022
Notes:				
11/1/22	Revise the current PBIS matrix for use by staff to communicate expectations.		PBIS Team	03/15/2023
Notes:				
11/6/22	Conflict Resolution (relationships) - lessons with the school counselor for each grade level, Bug & a Wish/Talk it out and Wheel of Choice strategies are used within classrooms		Christa Cigna	05/25/2023
Notes:				
11/6/22	Intervention team will meet and develop tier 2 action plans for students identified as Tier 2.		Tier 2 Team	05/25/2023
Notes:				
11/6/22	The School Leadership Team will monitor school data to determine areas of need and successes.		Latelle Williams	06/01/2023
Notes:				
11/6/22	Communicate ROAR daily (Respect Everyone and Everything, Offer Kindness, Always Be Safe, and Be Responsible).		PBIS Team, Leadership Team	06/01/2023
Notes:				
11/6/22	YES Buddy Program pairs older students with younger students in learning or extra-curricular activities to build culture.		Christa Cigna	06/01/2023
Notes:				
11/1/22	Administration will conduct classroom walkthroughs and record data through Google Form on evidence of classroom management practices and routines.		Frank Wiggins	06/01/2023
Notes:				

Core Function:	**Dimension A - Instructional Excellence and Alignment**
Effective Practice:	**Student support services**

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Teachers are using data within their classrooms to guide their instruction and small groups. Teachers are placing scholars into jr jag intervention groups based upon the data received from formal and informal assessments and placing scholars within their MTSS needs.	Limited Development 08/24/2019		
	Guided reading and math groups are also used to group students in homogeneous groups to allow for targeted classroom instruction to meet students' needs, which are located in teachers lesson plans. The MTSS process takes the teachers through which percentage each scholar is performing and places them within the correct tier.			
	PLC MTSS folder checks every 4 weeks			
	RTA Camps for 3rd grade students.			
	Data talks during PLC meetings / notes			
	Data Spreadsheet k-5 spreadsheet -(need to take out scholars names to be able to use as evidence, can't use our due to confidentiality -- EOGs/Benchmarks/DPI/ Mclass/ Istation --in the future			
	BIP plans put into place			
	IEP plans put into place and followed during all subjects			
	AIG program/ tests/ Duke tip			
	Tier 1 plans created for ELA and Math			
	Weekly intervention logs filled out for students with MTSS plans			
	Extended Learning during intersessions			
	MTSS TIER Flow Chart ELA MATH Matrices			
	Advanced Ed --- more details from our lawsuit last year.			

How it will look when fully met:	All classroom teachers will use effective teaching practices that are research based. The classroom will be the reference point for determining baseline performance and determining appropriate supports that will be provided within the classroom. MTSS processes will connect the regular classroom with supplementary instructional areas. MTSS folders will be kept and data will be discussed in PLCS to determine next steps. The focus of conversations will be on instruction and assessment rather than student deficits. Resources and practices will be aligned across all tiers so that intensity and time for mastery are increased versus different strategies. Special education teachers and ELL personnel will collaborate with regular education teachers to adapt and customize interventions for students based on tier one strategies. Data will be tracked through formal observations and walkthroughs, lesson plan checks, MTSS folder checks, PLC agendas.		Frank Wiggins	03/17/2021
Actions				
	Notes:			
KEY	A4.06	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	At YES, staff understands that student emotional states impact behavior, relationships, and learning. Most teachers and staff demonstrate "emotional intelligence" when interacting with students and use interventions to help them manage their emotions. Most teachers understand when to seek support for helping students who encounter difficulty with their emotions. Although teachers try to incorporate and address emotional needs of students throughout each day, there is no universal/standard way to do it school wide. It is part of the kindergarten curriculum, but the structured approach fizzles out after Kindergarten or first grade. Oftentimes, students needing additional emotional support are referred to counselor when these situations could first be addressed within the classroom. The counseling program at YES offers support for students who need support with dealing with their emotions. Emotion regulation and management skills are taught to ALL students through guidance curriculum . The school counselor schedules classes with all grade levels. She also initiates "morning check ins" with students who may be struggling emotionally. Teachers refer students or they may initiate a conference with the school counselor. Our school also has a school-based mental health component to provide outside specialized counseling. An instructional assistant is on staff to support special education students with emotional and behavioral support.	Limited Development 08/24/2019		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All teachers at YES will be attentive to student emotional states and guide students in managing their emotions. Faculty and staff will receive professional development to gain the skills and tools necessary to help students be mindful of their emotions, to model and guide them in managing them, and interact effectively with others. ACES training will be one resource used. Morning check ins and Zone of Regulation tools used school-wide will be evident in all classrooms for tier 1. Tier 2 will include school counseling, behavior intervention	**Objective Met 07/08/22**	**Frank Wiggins**	**05/31/2022**

plans, and MTSS. Tier 3 response will involve the social worker making referrals for family based needs. Staff will demonstrate the ability to use SEL strategies to support students in managing emotions. Students will demonstrate the ability to use strategies to regulate emotions.   Full implementation of this indicator will be evidenced by Educator Handbook data, counseling data, disciplinary data, and school survey data.

Note: At the end of the 2020-21 school year, a survey was used to gather feedback implementation of SEL practices within our school. Data revealed that more time and work was needed to fully implement this objective.

Strengths: Majority of teachers are having morning meetings or using 8ins.

90% + of teachers feel confident supporting students' emotional needs.

90% + of teachers feel they have the necessary tools to support students SEL.

90% of teachers felt that ACES training informed their approach with students.

Staff was able identify students with moderate and high risk with SEL screener.

The screener beginning with next year's baseline will give us data to identify students and trends in classes and grade levels. We recognize that more guidance is needed in how to interpret and use data.

An area identified for improvement is more SEL lessons especially for specials teachers and EC.

The team took into consideration that the school year was disrupted by Covid-19 and much of the year was spent teaching virtually. Our goal is that 100% of teachers/staff will use Zones of Regulation tools to help students regulate emotions/behaviors.

Actions				
9/9/19	Schedule a ACES training for staff.	Complete 10/21/2019	Christa Cigna	10/21/2019
	Notes: ACES training will be provided via consultation with FCS district.			

10/2/19	The leadership team will analyze disciplinary data from Educator's Handbook monthly to determine trends and identify other key action steps.	Complete 10/17/2019	Frank Wiggins	10/21/2019
Notes:				
9/9/19	The counselor will teach "zones of regulation" to staff in faculty meeting and all students K-5 during guidance lessons as evidenced by guidance schedule and counselor presentation.	Complete 11/04/2019	Christa Cigna	10/31/2019
Notes:				
12/1/19	The school counselor will create a Zones of Regulation assessment for school staff to complete to guide their implementation in the classroom.	Complete 12/13/2019	Christa Cigna	12/13/2019
Notes:				
10/2/19	Selected school staff will participate in Social and Emotional Learning course offered through NC State as is evidenced by course completion documentation.	Complete 12/11/2019	Frank Wiggins	12/15/2019
Notes:				
12/1/19	In consultation with the school counselor, grade level teams will meet and develop classroom implementation plans for Zones of Regulation.	Complete 12/20/2019	Christa Cigna	12/20/2019
Notes:				
1/26/20	The School Leadership Team will read the article, "What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?" and make a list of possible developmental tasks for our school.	Complete 01/13/2020	Frank Wiggins	01/13/2020
Notes:				
12/1/19	Classroom teachers will implement zones of regulation strategies in their classrooms.	Complete 01/31/2020	Christa Cigna	01/31/2020
Notes:				
1/26/20	Create and share a letter introducing Zones of Regulation to parents.	Complete 01/31/2020	Christa Cigna	01/31/2020
Notes:				
1/26/20	YES administration will communicate PBIS expectations in daily announcements.	Complete 02/03/2020	Cindy Miller-Walker	02/01/2020
Notes:				
12/1/19	Students will complete Zones of Regulation Knowledge Assessment by 02/05/2020 to gather outcome data.	Complete 02/10/2020	Christa Cigna	02/05/2020
Notes:				

1/26/20	Create a shared SEL Google folder for quick resources for YES staff to use in the classroom (cross-curricular).	Complete 02/07/2020	Christa Cigna	02/07/2020
Notes:				
1/26/20	Schedule and hold a parent night with SEL focus and share resources with parents. Provide information on Zones of Regulation.	Complete 02/11/2020	Christa Cigna	02/15/2020
Notes:				
5/11/20	School counselor will create Google Classroom with social, emotional resources and tools that teacher can access to use in remote learning.	Complete 03/26/2020	Christa Cigna	03/31/2020
Notes:				
5/11/20	Administration will create a Google survey for teachers to communicate which students they have not been able to contact during remote learning. Use data to make phone calls to families.	Complete 05/01/2020	Jamie Davis-Burgins	05/15/2020
Notes:				
5/11/20	School counselor will schedule weekly Lunch Zoom meetings with K-5 students, connect with students remotely.	Complete 05/01/2020	Christa Cigna	05/31/2020
Notes:				
9/15/20	Counselor will teach SEL (Social Emotional Learning) lessons to all students throughout remote and in-person learning to address (Tier I) social/emotional needs.	Complete 08/21/2020	Christa Cigna	08/17/2020
Notes:				
9/15/20	Teachers will address students' social/emotional needs within the classroom and will refer students with higher level needs (Tier II) to counselor as necessary.	Complete 08/31/2020	Christa Cigna	08/17/2020
Notes:				
9/15/20	Students with more individualized and ongoing social/emotional needs (Tier III) will be referred by counselor to School-Based Mental Health program or other outside community agencies based on need.	Complete 08/31/2020	Christa Cigna	08/17/2020
Notes:				
9/15/20	Attendance Team will meet every two weeks during remote and in-person learning to discuss at-risk students and determine next steps for supporting students and families.	Complete 10/12/2020	Lena Robertson	08/21/2020
Notes:				
9/15/20	Counselor will share GoogleForm for teachers to fill out with student attendance concerns during online learning. Teachers will fill out form as student attendance concerns arise.	Complete 09/04/2020	Christa Cigna	09/02/2020
Notes:				

9/15/20	Select school staff members will participate in two-day ACES (Adverse Childhood Experiences) training.	Complete 09/25/2020	Jamie Davis-Burgins	09/23/2020	
Notes:					
10/12/20	The YES SEL committee meets monthly to track tasks and implement SEL within our school.	Complete 10/19/2020	Christa Cigna	09/28/2020	
Notes:					
9/15/20	Teachers will conduct daily social-emotional check-ins with students by utilizing the Zones of Regulation and/or a Morning Meeting throughout virtual learning and will use check-in data to track students' social-emotional needs. Referral to counselor as needed.	Complete 10/30/2020	Frank Wiggins	10/10/2020	
Notes:					
9/15/20	Training on Zones of Regulation, as well as tips and tools for helping students to transition back to the in-person learning environment, will be administered to staff by school counselor upon students' return to the school building. Counselor will also share data on Zones of Regulation from previous school year.	Complete 10/05/2020	Christa Cigna	10/23/2020	
Notes:					
9/18/20	Create SEL bulletin boards in all areas of the school that promote self awareness, self-management, social awareness, relationships skills, and responsible decision making.	Complete 11/02/2020	Cynthia Carter	11/09/2020	
Notes:					
10/12/20	School counselor will send out an SEL needs assessment to classroom teachers as school transitions to Plan B.	Complete 11/18/2020	Christa Cigna	11/23/2020	
Notes:					
11/2/20	Select staff will be trained on SRSS-IE SEL screener (universal screening) and train school staff at a later time.	Complete 12/02/2020	Tara Smith	12/02/2020	
Notes:					
11/2/20	SEL committee and SLT will create a tool kit (resources) that can be used in the classroom to reinforce SEL components. Share with faculty.	Complete 12/02/2020	Christa Cigna	12/05/2020	
Notes:					
12/7/20	Teachers will complete the SEL screener tool for their students.	Complete 12/11/2020	Tara Smith	12/11/2020	
Notes:					
1/26/20	YES staff will consistently implement PBIS school-wide by communicating expectations, providing verbal reinforcement and Class Dojo.	Complete 01/04/2021	PBIS Team	12/15/2020	
Notes:	https://docs.google.com/document/d/1OWaBG0fVtfrKLDRMRgS7QkcY 6BdjlVcOW0aq8WoC0pY/edit				

11/2/20	The SEL committee will create a Google Doc for teachers to share ideas/strategies on motivating students during Plan B Hybrid Instruction.	Complete 02/22/2021	Christa Cigna	02/22/2021
Notes:				
2/1/21	The SEL leadership will collaborate following grade level PLCs to discuss how to provide tiered support based on screener data and discussions.	Complete 04/12/2021	Christa Cigna	03/31/2021
Notes:				
4/24/21	YES staff will take part in Resilience/Trauma Informed School Based Practices and learn strategies to use in the classroom to support students.	Complete 04/21/2021	Frank Wiggins	04/21/2021
Notes:				
4/26/21	All classroom teachers will complete the SEL MTSS needs assessment for their students.	Complete 05/19/2021	Christa Cigna	04/28/2021
Notes:				
3/22/21	The EOY SEL Screener will be completed for classes in May.	Complete 06/02/2021	Tara Smith	05/20/2021
Notes:				
6/1/21	Teachers will provide feedback on SEL survey to gauge status of indicator. Use feedback to create a needs assessment.	Complete 06/07/2021	Christa Cigna	06/08/2021
Notes:				
9/6/21	Provide training/professional development to teachers for Zones of Regulation use and transitions in the classroom.	Complete 09/14/2021	Christa Cigna	09/20/2021
Notes:				
11/1/21	Dig into screener data for MTSS social/emotional high risk to determine next steps for providing interventions in the classroom.	Complete 01/14/2022	SEL Leadership Team	12/15/2021
Notes:				
9/6/21	Train instructional support staff and bus drivers in Zones of Regulation tools.	Complete 12/17/2021	Christa Cigna	12/15/2021
Notes:				
9/6/21	Integrate SEL lessons into the curriculum or make connections to SEL in lessons during the second quarter. Share strategy within school PLCs.	Complete 12/17/2021	School Leadership Team	12/17/2021
Notes:				
9/6/21	Provide a parent workshop or information session on Zones of Regulation with the goal of parents using the tool at home.	Complete 10/12/2021	School Leadership Team	12/17/2021
Notes:				
9/6/21	Teachers will use a daily check in system for social/emotional well-being.	Complete 11/01/2021	Jamie Davis-Burgins	12/17/2021

Notes:				
3/27/22	Grade Level PLCs will analyze and determine needs based on data from MOY SEL screener.	Complete 02/17/2022	Christa Cigna	03/28/2022
Notes:				
3/27/22	Grade levels will complete the EOY SEL screener.	Complete 06/06/2022	Christa Cigna	05/07/2022
Notes:				
9/6/21	Provide small group sessions for students in need (growth mindset, social awareness, self-management).	Complete 06/10/2022	Christa Cigna	06/10/2022
Notes:				
6/5/22	Students will complete and end of year knowledge of Zones of Regulation survey. Data from survey will be analyzed to determine progress.	Complete 06/15/2022	Christa Cigna	06/15/2022
Notes:				
Implementation:		07/08/2022		
Evidence	6/6/2022 -We began this goal in 2019. The principal completed an SEL course through NCSU which enhanced leadership skills in this area. The school counselor researched and provided faculty/staff with training and resources. We implemented Zones of Regulation as a primary tool to help students identify their emotional state. ZOR tools and language are used school-wide. The school counselor provided tools to help students regulate their emotions in different situations. The school counselor also taught classes on SEL strategies. SEL screeners have been used to identify students with tier 2, tier 3 needs. Student and staff survey data supports the completion of this indicator.			
Experience	6/6/2022 - The indicator was selected in 2019 and completed in 2022. During that time, school was impacted by Covid-19 pandemic. The knowledge, strategies, and tools gained during this experience has helped our faculty and staff better serve the whole child.			
Sustainability	6/6/2022 - Continue to implement tools and strategies for SEL school-wide. Continue to use behavior data and surveys as a source for sustained progress.			

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:		Currently we are meeting this standard in a variety of ways. Each grade level is provided data via a google spreadsheet before school starts which gives the teachers of upcoming students reading and math levels, needs such as MTSS and AIG, as well as notes from prior teachers. Open house night is held prior to school starting giving teachers the opportunity for parents and teachers to communicate and learn about the students coming into their classroom. Time is set aside in which teachers can horizontally plan together and other days for vertical planning. There is an alignment of standards within the use of the RCD units provided by the curriculum district specialist and created by classroom teachers. During PLC's students growth and movement from level to level is monitored and discussed. As far as helping students transition we also offer quarterly remediation with extended learning, allowing students to additional time to reach their goal. Jr. Jag is another way we help students to reach their individual goals on a daily basis. We need to consider the number of students placed vs. promoted and how this affects the support of students transitioning to the next grade level. Evidence consists of our vertical alignment documents, lesson plans that reflect vertical alignment, PLC notes, Extended Learning Plans, Promotion/Retention meetings	Limited Development 08/24/2019		
How it will look when fully met:					
Actions					
	Notes:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
KEY **B1.01**	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	During the 2018-2019 school year, our School Improvement Team met one time a month and was documented through monthly meeting agendas. Meetings were held in the Media Center on the third Monday of each month unless we had to change due to track-out time and/or a holiday. The team was comprised of representatives from each grade level and/or department. Parent representatives also are on the team. Our current school improvement team is elected and includes grade level representatives, instructional assistant, support staff and parents. Indistar is a new tool being used to create agendas, assess indicators, develop action steps, and monitor progress. SIT will meet at least two times per month.	Limited Development 08/26/2019		
How it will look when fully met:				
Actions				
Notes:				
KEY **B1.03**	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Youngsville Elementary School has a leadership team made up of grade level representatives, support staff, and the administration that meets at least once per month. Agendas are kept for the meetings with discussion items and actions are taken based on that discussion. Instructional teams consisting of grade level teachers, the IC, and the administration meet in weekly PLCs to review data, best practices, curriculum, and MTSS needs. The focus is on teaching and student data. A review of the Teacher Working Conditions Survey indicated that action is needed to address issues in school culture related to collaborative decision making. Those indicators include: Teachers are recognized as educational experts (52%). Teachers are trusted to make sound decisions about instruction(48%). Teachers are relied upon to make educational decisions about instruction (56%). There is an atmosphere of trust and mutual respect in this school (39%). Teachers feel comfortable raising issues and concerns that are important to them (41%). The school leadership consistently supports teachers (50%).	Limited Development 06/12/2019		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	The YES Leadership Team will meet twice monthly to do school improvement work. The SLT will be composed of the principal, support staff, teachers representing all grade levels, and departments. Parent representatives are also members of the SLT. Student achievement will be the focus and highest priority of the SLT. Performance data will be analyzed and reviewed by the team. The SLT will set goals and initiate action steps to achieve them. Representatives will communicate with their grade level and departments on the team's work and get input from them. Grade level teachers work as Instructional teams will meeting each week to collaborate, plan, and analyze student learning data. Agendas will be prepared in advance and guide the work for each hourly session. Minutes will be kept to record decisions and actions. Evidences that will demonstrate implementation of this objective include SLT agendas and minutes, PLC agendas and minutes. School Leadership Team ground rules. Data will be used to determine implementation of this indicator. The 2020 Teacher's Working Conditions Survey will show that 80% or more of teachers agree that teachers are recognized as educational experts, Teachers are trusted to make sound decisions about instruction, Teachers are relied upon to make educational decisions about	Objective Met 06/15/21	Frank Wiggins	05/31/2021

instruction, There is an atmosphere of trust and mutual respect in this school, Teachers feel comfortable raising issues and concerns that are important to them, The school leadership consistently supports teachers.

Update to B1.03

9/21/20

Our school is currently operating under Plan C, 100% remote learning due to COVID 19. School Leadership Team members were elected by ballot in August, 2020. All grade levels and departments are represented. Results from the 2020 Teacher Working Conditions Survey demonstrate positive improvement in indicators that were designated for improvement based on data from 2018.

"Teachers are recognized as educational experts" - 86%

"Teachers are trusted to make educational decisions about instruction" - 93%

"Teachers are relied upon to make decisions about educational issues" - 86%

"There is an atmosphere of trust and mutual respect in this school" - 79%

"Teachers feel comfortable raising issues and concerns important to them" - 90%

"The school leadership consistently supports students" - 89%

Actions				
9/9/19	Add SIT dates to the calendar for the second and fourth Mondays each month as evidenced by the Google Calendar for YES.	Complete 09/27/2019	Jessica Liberatos	09/25/2019
Notes:				
9/9/19	Formally clarify the roles of the SIT and the SLT so that we have a common understanding as evidenced by minutes from the October 17 meeting.	Complete 10/14/2019	Frank Wiggins	10/01/2019

	Notes:	YES has traditionally had a leadership team in addition to the school improvement team. The language can be confusing and needs to be clarified.			
	1/26/20	Read the article, "Leadership teams set the course for improvement" by Valerie von Frank discuss in teams and articulate key takeaways. Create a Google Doc to begin building "the why" of our SLT.	Complete 02/10/2020	Frank Wiggins	01/27/2020
	Notes:				
	1/26/20	The School Leadership Team will read the article, "Strategies for Creating Effective School Leadership Teams" and share takeaways on shared Google Doc.	Complete 01/27/2020	Frank Wiggins	02/24/2020
	Notes:				
	5/11/20	Leadership team will discuss planning for the new school year and give feedback on scheduling, procedures, school theme, clubs, instructional resource, and school calendar.	Complete 06/01/2020	Frank Wiggins	05/15/2020
	Notes:				
	9/9/19	Instructional teams will meet weekly for 90 minutes as evidenced by weekly PLC agendas.	Complete 03/13/2020	Frank Wiggins	05/25/2020
	Notes:				
	9/18/20	Survey each grade level team and department to determine the effectiveness of remote learning after six weeks. Focus on connection, engagement, instruction, and assessment.	Complete 10/12/2020	Frank Wiggins	09/30/2020
	Notes:				
	9/18/20	Create a committee to study Plan B and develop plans for successful re-entry.	Complete 10/26/2020	Hannah Spence	10/15/2020
	Notes:	Committee has begun work. Members include Hannah Spence, Christiana Houser, Christine Brown, Lauren Moseley, Jamie Burgins, Tara Smith, and Frank Wiggins.			
	9/18/20	Develop group norms for School Leadership Team meetings.	Complete 11/02/2020	Frank Wiggins	10/30/2020
	Notes:				
	9/18/20	Conduct an Appreciative Inquiry school-wide in order to determine areas of focus. *"What are the things you value most about yourself, your work, and your school?" *What do you think is the core value or factor that allows the school to pull through difficult times?" *If you had three wishes for this school, what would they be?"	Complete 12/07/2020	Jamie Davis-Burgins	11/30/2020
	Notes:				

9/18/20	If our school is in Plan B, conduct a survey to determine effectiveness after one month.	Complete 12/18/2020	Frank Wiggins	12/10/2020
Notes:				
9/18/20	Based on the Appreciative Inquiry results, the SLT will identify values and strengths of our school.	Complete 01/25/2021	SLT	01/15/2021
Notes:				
2/1/21	Based on a the Appreciative Inquiry, the SLT will identity key areas of concern to address.	Complete 02/22/2021	SLT	01/15/2021
Notes:				
2/1/21	Share results of teacher Plan B survey and identify 1 or 2 areas of focus for problem solving.	Complete 02/01/2021	SLT	02/01/2021
Notes:				
3/22/21	Assess Plan A via staff survey. Use data to adjust or update procedures.	Complete 05/03/2021	Frank Wiggins	04/30/2021
Notes:				
5/15/21	Get input and develop a master schedule for 2021-22.	Complete 06/07/2021	Frank Wiggins	06/07/2021
Notes:				
5/15/21	Develop specific plan for Jr. Jag time for next school year (What should it look like school-wide)?	Complete 06/07/2021	SLT	06/07/2021
Notes:				
Implementation:		06/15/2021		
Evidence	6/15/2021 17 tasks were completed. Norms for SLT created and followed. Leadership team meets twice each month. LT creates agendas and publishes minutes. LT includes representatives from grade level teams, departments, parents. Grade level and department PLCs meet weekly to collaborate and use data to drive instruction. Agendas and minutes are kept. 2020 TWCS data shows improvement in leadership, decision-making perceptions.			

Experience	6/15/2021 This objective was selected during the 2019-20 school year and continued into the 2020-21 year. During that time, 17 tasks were assigned and completed.					
Sustainability	6/15/2021 Communicate and verify school leadership team norms, maintain agendas, and open meetings. Communicate and verify PLC norms, meeting times, and maintain agendas. Use data from PLC rubric, self-assessments to continue to improve the process.					

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		**Distributed leadership and collaboration**				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | YES has established leadership teams, instructional teams and school community teams. Each team has a specific purpose and duties. These teams include Leadership Team which includes the chair of each grade level and administration. This team meets to discuss needs pertaining to the school and gives a main contact point for each grade level.The grade level chair shares needed information to their smaller team individuals. Leadership Team representatives have the duty to plan for extended learning. They are given a day to plan and collect materials during school hours. School Improvement Team (SIT) which meets regularly and consists of parents, staff and administration. SIT writes, reviews and aligns the school improvement plan. The SIT advises the principal and helps to make whole school decisions. PBIS team, consists of staff and administration. This team meets regularly to discuss the behavior and classroom management, and makes decisions to help the betterment of this part of the school. Grade level teams, consists of staff members that work with the same grade level of students. The grade level teams meet regularly to discuss students and planning, and are given common planning time to do so. Climate and Culture team (Sunshine Club) which consists of staff. This team plans to help bring a positive environment to all school staff that choose to join. PTO consists of staff and parents. PTO helps the school and teachers through a variety of ways. Leadership and decisions are shared at YES. YES sets a schedule at the beginning of the year with the majority of dates for all meetings. This calendar is shared via a google doc to all staff members. Parents and community members are advised of meeting via phone calls, emails and notes home. These dates and times are planned for and protected. YES gives teachers reminders and agendas before meeting dates to make sure those on teams are available and prepared. Leadership roles are looked at during evaluations and teachers feel like they have input if they become a part of the team. Notes are taken on agendas, and final products of teams are shared and kept in google docs. YES could improve teams to include more community involvement and discuss matters related to the home and school. YES could improve by creating a document that outlines the duties of each team.

We meet for PLC's on Thursdays during planning. Additionally, we have time allotted to plan as a grade level ahead of each quarter. | Limited Development 09/03/2019 | | |

How it will look when fully met:				
Actions				
Notes:				

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
Initial Assessment:			We believe that all students can learn when they receive quality instruction. Recent gains in student achievement and achieving growth status can be attributed to our school's intense focus on teaching and learning. At YES, certain instructional "non-negotiables" have been outlined. For example, the expectation is for a 90 minute ELA block and 60 minutes of Math instruction daily. Each teacher schedules a 30 minute remediation period known as Jr. Jag where instruction is driven by data. Instruction is expected to follow FCS pacing guides for ELA and Math. Teachers are required to post "I Can" statements based on standards. The administration monitors lesson plans via a Google folder. Weekly walkthroughs are conducted to monitor instruction. Walkthroughs have a specific focus and include honest feedback to the teacher. Feedback notes effective practices and areas to improve. Walkthroughs provide coaching opportunities. The administration meets weekly with teachers to discuss instruction, data, etc. in PLCs. Formal observations are conducted each quarter with feedback and ratings for teachers. A summative evaluation is completed for each teacher at the end of the year.	Limited Development 09/03/2019		

How it will look when fully met:				
Actions				
Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Quality of professional development**			

!	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our school leadership team relies on EOG analysis to inform areas of strengths and weaknesses in student achievement. School interventions are planned and implemented based on this data. Student performance data from NC Check Ins are analyzed three times per year. The leadership team meets twice per year and analyzes performance and instructional data. T PLC meetings are held weekly. Teams review data, plan for instruction, and determine interventions to meet the needs of students. 9/14/20 Note: School closed due to COVID 19 in March, 2020. Schools continued to reach out to students using remote tools until June. Students were "held harmless" for attendance and work. No final grades were assigned. No end of year assessments were given. School reopened for the 2020-21 school year under Plan C, virtual learning. IReady has replaced Istation as reading and math universal screener for K-5. After reviewing the Wiseway document, the school leadership team will consider data and determine next steps for improving both teaching and learning at our school. Both observation data and analysis of student learning will be used to identify and determine professional development for instructional staff. The team will determine what observation data is relevant to school improvement and use that data to identify strengths and areas that need improvement. Student performance data will be analyzed in both grade level PLCs and from the "birds eye" school view to celebrate successes and identify areas for intervention. Teams will work together to put interventions in place.	Limited Development 09/03/2019		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Teachers and staff are committed to being data-driven in improving all facets of our school. The leadership team and instructional teams both use data to make informed decisions. Student performance data on end of year assessments is disaggregated annually by subgroups. The SIT team analyzes this data to identify both celebrations and areas for improvement. The team sets measurable goals and action steps for improvement based on that analysis. Professional development is also determined based on student achievement and observation data. Student progress is monitored during the course of the year by grade level data teams (PLCs). Data is used to make adjustments in instruction and/or determine appropriate interventions. The leadership analyzes classroom observation data. and determines what actions to take. Action steps may take the form of professional development, research and trial. Data will include end of grade assessment data, quarterly benchmark data, Istation, EVAAS, walkthrough data, and individual student reports. Fully met, data will be viewed from all three levels - school-wide data, classroom, and student so that informed decisions can be made that improve teaching and learning. 9/5/21 Note: End of grade assessments were not given in 2019-20 due to Covid 19. During 2020-21 school year, teachers delivered instruction in a hybrid format, virtual and face to face learning. End of grade assessments reveal that 44.2% of students 3-5 were proficient in reading. 47.% were proficient in math. 60.7% of 5th graders were proficient on the science assessment. End of grade assessments were not given in 2019-20 due to Covid 19.			**Frank Wiggins**	**05/31/2022**
Actions		48 of 49 (98%)			
12/1/19	EVAAS data will be analyzed in grade level PLCs to identify trends and determine action steps.	Complete 02/27/2020		Frank Wiggins	01/30/2019
Notes:					
9/9/19	School staff will participate in data analysis of EOG and mClass data from 2018-19 to determine celebrations, areas of focus, and strategies to improve achievement and meet growth.	Complete 09/16/2019		Frank Wiggins	09/23/2019

	Notes:	https://docs.google.com/document/d/1gtQsKD2iubqf0 BkytfRewK_aclMoG-l03MfdaSFgRCE/edit			
	10/2/19	The principal will share EOG grade level goals and student rosters with teachers in grades 3-5 in PLCs. Teams will identify bubble students for targeted interventions.	Complete 10/17/2019	Frank Wiggins	10/20/2019
	Notes:	Student rosters			
	12/1/19	Create and continually update a student spreadsheet containing EOG, NC Check In, and Istation data. PLCs will review this document in weekly PLCs to determine targeted groups for instruction.	Complete 10/25/2019	Jill Vorndran	10/31/2019
	Notes:				
	9/9/19	Provide professional development for NC CHECK INS so that teachers understand how to analyze data and determining action steps based on reflection as evidenced by PLC minutes from last week. FCS district spreadsheet.	Complete 11/14/2019	Cindy Miller-Walker	11/04/2019
	Notes:				
	9/9/19	Teachers receive professional development on how to read and analyze ISTATION reports as is evidenced by the PLC agendas for grade levels.	Complete 11/07/2019	Jill Vorndran	11/25/2019
	Notes:				
	12/1/19	Walkthrough data for the month of November will be analyzed in PLCs to determine action steps and professional development.	Complete 12/12/2019	Frank Wiggins	12/05/2019
	Notes:				
	12/1/19	Istation Executive Summary and Skill Growth data in reading and math for MOY will be analyzed in January PLCs to identify patterns and outline action steps.	Complete 01/30/2020	Frank Wiggins	01/30/2020
	Notes:				
	2/21/20	Analyze school climate data from January, 2020. Identify strengths and areas for improvement.	Complete 02/10/2020	Cindy Miller-Walker	02/10/2020
	Notes:				
	9/9/19	Analysis of NC CHECK IN data three times per year in PLCs including student performance, subgroups, item analysis.	Complete 03/13/2020	Cindy Miller-Walker	05/10/2020
	Notes:				
	5/11/20	Share data on student contacts during remote learning, school and grade level data. Make phone calls to connect with missing students.	Complete 05/30/2020	Frank Wiggins	05/15/2020
	Notes:				
	5/11/20	Share district feedback document and provide guidance to faculty on completing it for end of year purposes.	Complete 05/15/2020	Frank Wiggins	05/15/2020

Notes:				
9/14/20	Grade PLCs will work on target goals and strategies for school improvement and positive student outcomes.	Complete 09/14/2020	Tara Smith	09/11/2020
Notes:				
9/18/20	Grade level PLCs will analyze first unit assessments in ELA and Math to determine areas of focus. Classroom teachers will reflect on that data and determine if there are areas for remediation/reteaching. Notes in PLC agenda.	Complete 09/25/2020	Tara Smith	09/25/2020
Notes:				
9/25/20	Grade level teachers will take part in IReady training demonstrating how to use the data dashboard. Teachers will determine tier levels for each class for overall placement and placement by domain for their individual students	Complete 10/01/2020	Frank Wiggins	09/30/2020
Notes:				
9/8/20	Assess all students in K-5 with IReady diagnostic in reading and math.	Complete 10/01/2020	Tara Smith	09/30/2020
Notes:				
9/14/20	Classroom teachers will analyze Iready reading and math baseline data and group students for small group learning.	Complete 10/26/2020	Frank Wiggins	10/23/2020
Notes:				
9/14/20	In PLCs, grade level teams will analyze IReady reading and math pathway data and complete the data tool.	Complete 10/26/2020	Tara Smith	10/23/2020
Notes: PLC documents will be shared during School Leadership Team meeting on 10/26/20.				
10/26/20	MTSS team will meet to review student data (Tier 2) for select grades.	Complete 10/28/2020	Tara Smith	10/28/2020
Notes:				
9/18/20	Teachers in grades 4 and 5 will use Passports of Learning to determine gaps in student learning and plan interventions. Break down data in PLCs.	Complete 10/30/2020	Jamie Davis-Burgins	10/30/2020
Notes:				
10/12/20	Committee will survey faculty and staff on professional development needs.	Complete 11/02/2020	Christine Brown	11/02/2020
Notes:				
11/2/20	DLC and Technology Facilitator will provide professional development on Google Classroom updates for teachers.	Complete 11/04/2020	Lauren Moseley	11/10/2020
Notes:				

12/1/19	Classroom teachers conduct an item analysis of reading and math standards for benchmark #1. Gaps in knowledge and misconceptions will be identified along with necessary math skills.	Complete 11/11/2020	Frank Wiggins	11/13/2020
Notes:				
11/2/20	Use IReady data to determine which students are practicing skills in reading and math in identify those who need support or possible incentive.	Complete 12/02/2020	Frank Wiggins	11/20/2020
Notes:				
9/25/20	Based on benchmark 1 data, strategies for intervention will be identified and interventions will be applied by teachers in grades 3-5 in reading, math, and science (5th).	Complete 12/18/2020	Jamie Davis-Burgins	12/11/2020
Notes:				
10/26/20	Assess 3rd grade students on BOG and analyze data.	Complete 02/01/2021	Jamie Davis-Burgins	12/20/2020
Notes:				
2/1/21	Conduct a birdseye view of MOY Iready data in reading and math. Analyze and list observations.	Complete 02/01/2021	SLT	02/01/2021
Notes:				
2/22/21	Grade level PLCs will analyze Check In reading data and identify misconceptions, common trends. Determine areas of focus and identify strategies.	Complete 03/01/2021	Frank Wiggins	03/01/2021
Notes:				
2/22/21	Break down Math Check In #2 to identify trends and misconceptions.	Complete 03/01/2021	Jamie Davis-Burgins	03/01/2021
Notes:				
2/22/21	Teachers are breaking down MOY Iready data. They will use the instructional tools from the training on 2-17-21 to identify students who are struggling and those who need enrichment.	Complete 03/10/2021	Tara Smith	03/10/2021
Notes:				
4/24/21	Grade level PLCs will analyze check in #3 data in reading, math, and science. Identify misconceptions and plan for use of items in re-teaching.	Complete 04/15/2021	Jamie Davis-Burgins	04/15/2021
Notes:				
4/26/21	Grade level teams will analyze Iready reading and math data. Takeaways, trends will be reported to the School Leadership Team. The SLT will determine areas of instructional focus for next school year (21-22).	Complete 06/02/2021	Tara Smith	06/04/2021
Notes:				

9/6/21	Administer mClass BOY diagnostics in reading for K-3 students and analyze data in PLCs.	Complete 09/08/2021	Tara Smith	09/15/2021
Notes:				
9/6/21	Administer the BOG to grade 3 and analyze data in PLCs.	Complete 09/08/2021	Jamie Davis-Burgins	09/17/2021
Notes:				
9/6/21	Administer Iready BOY diagnostics in grades K-5 math and 4-5 reading. Analyze performance data in PLCs.	Complete 09/16/2021	Tara Smith	09/17/2021
Notes:				
9/6/21	Classroom walkthrough observations are conducted during the first quarter to verify lesson alignment to the NCSCS. Data is shared in PLCs and actions taken as needed.	Complete 11/18/2021	Frank Wiggins	11/05/2021
Notes:				
11/1/21	3-5 Grade level PLCs will analyze Check In #1 data for trends, misconceptions. Data will be tracked and used for re-teaching, intervention. A Google Doc will be used for reflection and shared in PLC.	Complete 11/18/2021	Grade Level PLCs	11/10/2021
Notes:				
11/23/21	Identify criteria "look fors" quarter 3 classroom walkthroughs.	Complete 12/13/2021	School Leadership Team	12/06/2021
Notes:				
3/28/22	Grade level PLCs will analyze Check In #2 in reading and math to determine action steps.	Complete 02/28/2022	Tara Smith	02/15/2022
Notes:				
3/27/22	Grade level PLCs will analyze MOY Iready math data and determine next action steps.	Complete 03/01/2022	Tara Smith	02/28/2022
Notes:				
9/6/21	Use student achievement data to identify scholars for extended learning remediation during track out.	Complete 03/16/2022	Tara Smith	03/16/2022
Notes:				
12/12/21	Administer MOY mClass assessments in grades K-3j and analyze in PLCs.	Complete 04/01/2022	Tara Smith	03/31/2022
Notes:				
3/28/22	Grade level PLCs will analyze Check Ins #3 in reading and math and determine action steps.	Complete 03/31/2022	Tara Smith	03/31/2022
Notes:				
5/1/22	Give EOY mClass assessments and analyze data in PLCs.	Complete 05/19/2022	Tara Smith	06/01/2022

Notes:			
5/1/22	Give EOY diagnostic in Iready math grades K-5. Analyze data to determine trends, proficiency, and growth in student achievement.	Complete 05/19/2022	Tara Smith	06/01/2022
Notes:			
5/1/22	Analyze Iready EOY diagnostic data for reading in grades 4 and 5. Identify trends.	Complete 05/19/2022	Tara Smith	06/01/2022
Notes:			
6/5/22	Analyze preliminary EOG data for 2022 (reading, math, and science)	Complete 06/06/2022	Frank Wiggins	06/06/2022
Notes:			
11/6/22	Analyze 2022 final student achievement data in reading, math, and science to determine trends and action steps for school improvement.	Complete 10/03/2022	school improvement team	09/30/2022
Notes:			
11/6/22	Grade level PLCs and the school leadership team will analyze check in data for grades 3-5 to determine trends and action steps.		Grade level PLCs, school leadership team	05/10/2023
Notes:			

Implementation:		11/06/2022		
Evidence	6/6/2022 - Data is an important tool at our school. We work in PLCs to analyze data and determine action steps. Teachers are comfortable looking at data in a non-judgmental way. Tasks show that data takes many forms and is actionable. PLC agendas are evidence of the work of our teams.			
Experience	6/6/2022 - Over the last three years, our school has made PLCs a priority. Meetings are held each week with agendas and focused on student learning. Even through Covid-19, we have not lost our focus on using data to drive instruction at our school.			
Sustainability	6/6/2022 - Continue the work of PLCs and making data actionable.			

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:	Staffing has become challenging in recent years due to a number of factors. Currently there is one vacancy to fill Our school works with our district's Human Resources Department to identify needs and possible candidates to fill vacancies. This past spring, our school participated in the district's job fair and hired two candidates from that event. The current state system for applications is being replaced by a program in Talent Ed effective October 1, 2022. Applicants are screened and interviews are scheduled. In most cases, a team of teachers, instructional coach, and administration conduct interviews and select new hires. New hires receive orientation both at the school and district level. Beginning teachers are provided with an onsite mentor teacher and participate in school and district professional development. Teacher evaluations are conducted using the NCEES online system. The rubric is made up of five Standards under which are multiple indicators. A variety of teaching skills are evaluated. Teachers are trained annually in the use of the NCEES system. Information is also shared on observation cycles. Each teacher completes a professional development plan as part of NCEES. Technical assistance is provided in developing goals/strategies for the PDP. Both the observation tool and the PDP provide opportunity for reflection. Feedback is provided on climate surveys and the North Carolina Teaching Working Conditions Survey. Data in 2022, revealed that 93.7% of teachers agreed that "teachers are recognized as educational experts." 100% agreed that "teachers are held to high professional standards for delivering instruction." 96.8% agreed that "teacher performance is assessed objectively." 93.7% agreed that teachers receive feedback that can help them improve teaching." 62.5% of teachers agreed that "an appropriate amount of time is provided for professional development." Data to consider: Teacher retention for YES, NCEES data for teachers and administrators, professional development plans, TWCS data	Limited Development 09/03/2019		

			Christiana Houser	06/12/2023
How it will look when fully met:	Fully met, this indicator will include identifying what makes our school appealing and market ourselves to attract quality candidates. Establish recruitment goals for the next three years. Seek and develop partnerships with local universities to identify candidates and fill high needs positions. Recruit former students and Franklin County Schools graduates for our school. Administration will learn and utilize the new applicant system. Interviews will continue to be team driven. Continued transparency in evaluations with honest, frequent feedback. Continue to evaluate a variety of teaching skills including use of data, differentiation, high work standards, critical thinking questioning, feedback, and reflection. Administrators, in coordination with the school leadership team, will utilize evaluation data for coaching opportunities and targeted professional development. TWCS data will continue to be positive on evaluation criteria. Data: Social media posts, teacher turnover rate, interview data, NCEES data, NCTWCS 90% or more of teachers will agree that "Teachers are held to high professional standards for delivering instruction" on the TWCS. 90% or more agree that "Teacher performance is assessed objectively". 90% or more agree that "Teachers receive feedback that can help them improve teaching."			
Actions		0 of 6 (0%)		
11/9/22	Peer observers will observe beginning teachers and teachers new to the district and provide feedback.		Hope Wheeler	12/15/2022
Notes:				
10/30/22	The administration will observe all faculty formally using the NCEES rubric. Ratings and feedback will be shared and discussed in post conference. Observers will communicate areas of strength and opportunities for growth. Performance concerns will be shared if noted.		Frank Wiggins	04/30/2023
Notes:				
11/9/22	Professional development plans will be crafted and implemented by each teacher based on self-assessment or evaluation. PDPs will include measurable goals, strategies, and evidence of completion.		Frank Wiggins	05/15/2023
Notes:				
11/9/22	Summative evaluations will be conducted by the principal with final ratings, feedback included. Areas for professional development or PDP plans will be identified if needed.		Frank Wiggins	05/15/2023
Notes:				

	11/9/22	Weekly classroom walkthroughs will be conducted with feedback by the administration and instructional coach. Data will be captured on a Google Form and school-wide data shared in PLCs. Data will be used to determine professional growth opportunities.		Tara Smith	05/30/2023
Notes:					
	11/9/22	Summarize and analyze NCEES data to identify trends. Cross reference with student achievement data and reflect.		School Leadership Team	06/10/2023
Notes:					

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:			Our school provides multiple opportunities for parent/guardian communication and involvement. At the beginning of each school year, parents are invited to attend Open House where they receive classroom information and communication lines are established. Attendance is taken at Open House for Title 1 documentation. The administration sends out weekly emails and phone messages (JAG Minute). The YES webpage is kept current with updated information and contacts for YES staff. Teachers use class email, newsletters, and maintain teacher webpages for parent access. A parent communication log is kept for daily contacts and data is shared with the administration each semester. During the year, parents are informed of Extended Learning Tutoring opportunities during track out and tutoring that can be available to students. At the conclusion of each grading quarter, report card pick up/conferences are scheduled on our school calendar. Mclass and Iready individual reports are sent home with report cards so that parents know areas of strength and where students need to improve academically.

Parent involvement in school decision-making includes active participation in the YES PTO, representation on the school leadership team, and representation on the district Parent Advisory Council.

During the 2020-21 school year, the YES Leadership Team created a Parent and Family Engagement Policy - YES

YES families are encouraged to join our PTO. PTO leadership uses | Limited Development 09/03/2019 | | |

outreach during Open House to encourage membership. PTO has a leadership board and has monthly open meetings. Last school year at most PTO meetings, a parent information workshop was included in the meeting format. PTO also maintains a YES Facebook page that is used by parents for school information. PTO's focus is on teacher appreciation and support, campus beautification, fundraising for the school, and family involvement events.

Youngsville Elementary School is a Title 1 school and receives federal dollars for school improvement and parent involvement practices. School processes included under Title 1 include the Annual Title 1 Parent Information Meeting usually held in August. In addition to Title 1 information and budget planning session, our school has a "make and take" curriculum session in each grade level. Parents are provided with tools/information to help their child at home. There is a School-Parent Compact for Achievement, which outlines the responsibilities of the school, the student, and the parent. This is signed by all parties. There is an annual Parent Survey in the spring and data from the survey is used for planning Title 1 goals and strategies.

Data to consider: Parent communication logs, attendance rosters at report card nights, School Messenger data, Title 1parent survey data, PTO participation roster, parent attendance at Annual Meeting, parent representatives on School Leadership Team and District Parent Advisory Council.

| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |

How it will look when fully met:	To fully meet this objective, our school will use a variety of formats to communicate frequently with parents both school-wide and from the classroom. Proactive measures that support communication and build partnerships will be evident. The School Level Parent and Family Engagement Policy will be implemented with fidelity. Title 1 parent survey results will indicate growth in lower rated areas specifically as it relates to Title 1 programs. Results from the 2021 survey: The Title 1 survey yielded 64 responses. Noted strengths included: 100% of respondents said that they had access to teachers by phone, email or in person. 90%- Teachers listen and respect my family's culture, language goals and preferences. 90% - Teachers are flexible for conferences. Lowest rated areas included parents being able to participate in planning for Title 1 and school improvement (40% disagreed), knowledge of Title 1 program and compact (35% disagreed). In short answer responses - the need for tutoring was acknowledged more than once. To measure full implementation of this goal we will use 2022 Title 1 survey data, other parent survey data, attendance rosters at meetings, Open House, and Curriculum Nights, School Messenger data, Parent Contact logs, outreach data to unresponsive parents, teacher survey and artifacts.	Objective Met 07/08/22	Melissa Smith	05/31/2022
Actions				
9/6/21	Schedule and hold a beginning of the year Open House for families prior to school starting.	Complete 07/15/2021	Frank Wiggins	07/15/2021
Notes:				
9/6/21	Schedule and hold an open house/orientation for kindergarten students	Complete 07/22/2021	Melissa Smith	07/22/2021
Notes:				
9/6/21	Teachers will provide information about curriculum through various learning platforms (Google Classroom, SeeSaw, Canvas).	Complete 09/17/2021	Tara Smith	09/17/2021

	Notes:				
	9/6/21	Schedule and hold the Annual Title 1 Meeting for families.	Complete 09/16/2021	Frank Wiggins	09/30/2021
	Notes:				
	9/6/21	Determine which families may require Spanish or language translation for school communications.	Complete 12/13/2021	Frank Wiggins	10/21/2021
	Notes:				
	9/6/21	Create a parent survey to identify topics of interest to support parents with teaching and learning.	Complete 11/22/2021	Frank Wiggins	11/05/2021
	Notes:				
	9/6/21	Schedule and hold report card pick up events/conferences.	Complete 03/24/2022	Frank Wiggins	03/31/2022
	Notes:				
	9/6/21	Send out Google Doc to parents to register students for extended learning.	Complete 03/28/2022	Tara Smith	03/31/2022
	Notes:				
	3/28/22	Schedule a curriculum night for parents to come and learn about end of grade testing, reading and math skills/strategies.	Complete 05/12/2022	Frank Wiggins	05/15/2022
	Notes:				
	9/6/21	Parent contact logs will be maintained for the first and second semesters.	Complete 06/06/2022	School Leadership Team	05/30/2022
	Notes:				
	9/6/21	Provide parents with diagnostic data (mClass and Iready reports) and support strategies for their child.	Complete 05/31/2022	Tara Smith	05/30/2022
	Notes:				
	9/6/21	Promote school events, teaching and learning, and information on social media.	Complete 06/06/2022	Savannah Richards	05/30/2022
	Notes:				
	9/6/21	Maintain and update the school website.	Complete 06/06/2022	Savannah Richards	05/30/2022
	Notes:				
	9/6/21	Send out monthly newsletter to families.	Complete 06/06/2022	Frank Wiggins	05/30/2022
	Notes:				
	9/6/21	PTO meetings will be announced and virtual links sent to parents.	Complete 06/06/2022	Frank Wiggins	05/30/2022
	Notes:				
	9/6/21	The school attendance team meets to address unresponsive parents, families that need additional outreach.	Complete 06/06/2022	Christa Cigna	05/30/2022

Notes:					
	9/6/21	Send out weekly JAG Minute or school update calls or emails.	Complete 06/06/2022	Frank Wiggins	05/31/2022
Notes:					
	6/5/22	Analyze data from 2022 parent Title 1 survey to identify strengths and weaknesses.	Complete 06/06/2022	Frank Wiggins	06/06/2022
Notes:					
Implementation:			07/08/2022		
Evidence		6/6/2022 - Data on latest Title 1 survey shows that parents believe that the school communicates, helps parents understand curriculum, and provides them with tools. (77% agree that the school provides families with workshops and information. The school provides are family with parent resources -87% agree, The school asks our input on family workshops and events - 77% agree, Have the parent teacher conferences provided you with useful insight about your child? - 86.2%). Parent, Family Engagement Plan is posted on our school website.			
Experience		6/6/2022 - A school based team including parents created a family engagement plan in 2021. The plan outlined key ways the school provides outreach and opportunities for parents to engage with curriculum.			
Sustainability		6/6/2022 - Continue to update and follow the Parent, Family Engagement Plan. Continue to get feedback from parents and staff on key indicators.			