

Comprehensive Progress Report

Mission: Our mission is to cultivate a community of collaboration dedicated to increasing student achievement through positive relationships, high expectations, and rigorous differentiated instruction.

Vision: Northside Elementary School is committed to providing a safe, caring, stimulating learning environment where students develop socially, emotionally, and achieve academic success.

Goals:

By the end of the 2022-23 school year, Northside Elementary 3-5 students will increase proficiency rate from 36 percent to 47 percent as measured by end of grade assessments. (Indicator: C2.01)

By the end of the 2022-23 school year, improve professional development satisfaction rates from 23.53 percent to 50 percent as measured by the Teacher Working Conditions Survey (TWC). (Indicator: C2.01)

By the end of the 2022-23 school year, Northside Elementary will increase parent communication and engagement by 30% as measured by pre and post parent survey results for this school year. (Indicator: E1.6)

By the 2022-2023 school year, the overall mClass school composite from K-3 students will increase from 3 percentage points of growth to 8 percentage points.



! = 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>		2022-23 Northside Elementary team met and decided to continue using the Positive Behavior Expectations Matrix. All classrooms including the school building will have a copy displayed. We have continued the practice of including the matrix as well as the motto in the student/parent handbook that provides information about behavior expectations.. Each morning during announcements, the school pledge, positive school wide behavior expectations are recited and reviewed	Limited Development 12/11/2017			

for students. Teachers show and teacher social emotional lessons during class morning meetings.

Staff and students have embraced this year's theme "It's a Good Day to Have a Good Day." Staff wear buttons daily to promote positive behavior and the theme song is played daily for students to create a positive mindset. Posters and signs are visible within the school.

2021-22

Northside K8 is in the process of updating and revising the Positive Behavior Expectations Matrix to include recommendations from the school team. The current matrix is included in the student/parent handbook that provides information about behavior expectations. In addition, the handbook includes the school motto. Each morning during announcements, the school pledge, positive school wide behavior expectations are recited and reviewed for students. Teachers are encouraged to discuss social emotional learning goals during class morning meetings.

2020-21

During the 2020 school year, the MTSS team in conjunction with the School Leadership Team is collaboratively working to develop a Virtual Learning Expectations Matrix, School Wide Behavior Plan through the MTSS framework, and revision of the School Wide Matrix to ensure that all students receive quality instruction with minimal disruptions. Implementation of the learning and behavior matrices will reduce teacher turn over by providing an environment that is conducive to student learning.

Evidence

Physical and electronic copies of the matrices in the virtual classroom, online during instruction, and throughout the building.

ODR report

Teacher retention data from the school or human resource department

Sustainability Efforts:

Review discipline and behavior data frequently per quarter to support

changes or modification of practices and expectations

Provide Professional Development on best practices to support students

Provide extensive orientation to new staff to increase knowledge and understanding of school practices and procedures.

PBIS and Student Assistance Team were used in 2016-2017 and worked for teachers and staff. We are having some difficulties because of teacher turnover. New teachers need to be trained at the beginning of the year. With teacher turnover , many important training's are missed or overlooked. A refocus room is in place for students who cause classroom disruption and or violate a school or classroom rule. The purpose of the refocus room is to limit the amount of time a student misses direct instruction.

<p>How it will look when fully met:</p>	<p>In 2022-23, Northside has implemented Educators Handbook to: (a) identify students in need of services, (b) pinpoint where and when challenging behavior is most likely to occur, (c) select and measure response to targeted interventions, and (d) communicate effectively with parents and others. Students will receive merits for positive behavior.</p> <p>All classrooms will post and utilize classroom rules and procedures. Class Dojo, phone calls, and emails will be used to communicate with parents regarding behavior concerns as a way to increase awareness of student behaviors before escalation. Office referrals and suspensions will be reduced 10 percent from beginning of year until the end of year through the use of the refocus room. Various types of data sources will be utilized to monitor the reduction in office referrals and suspensions: such as; Power School Discipline data, Class Dojo, and ECATS.</p> <p>Professional development will be provided/offered to teachers who needs support in classroom management.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Professional development agenda's 2. Data reports and sheets from Educator's Handbook 3. Class Dojo reports 		<p>Dr. Amiee Richardson</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>9 of 10 (90%)</p>		
<p>9/25/20</p>	<p>Create Virtual Learning Expectations Matrix</p>	<p>Complete 09/30/2020</p>	<p>Amiee Richardson</p>	<p>09/30/2020</p>
	<p><i>Notes:</i> This document will support virtual learning expectations through the current pandemic and will be used until students return to the building for in person instruction.</p>			
<p>9/25/20</p>	<p>Develop a Schoolwide Behavior Expectations Plan.</p>	<p>Complete 10/30/2020</p>	<p>Amiee Richardson</p>	<p>10/30/2020</p>
	<p><i>Notes:</i> We reviewed the current school wide expectation plan and no revisions were required.</p>			
<p>12/11/17</p>	<p>Reinforce school behavior expectations and recognize positive student behaviors during the daily morning announcements.</p>	<p>Complete 03/31/2021</p>	<p>Michelle Dunbar</p>	<p>03/31/2021</p>

Notes: This task will depend on the end of remote learning. The task will be amended if students do not return to the building in January 21. The decision about remove learning will continue until March.

12/11/17	Survey classrooms to ensure each classroom has classroom rules and expectations clearly posted for elementary grades.	Complete 12/17/2021	Patricia Williamson	12/17/2021
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Notes: The team is working towards implementing this task to become routine during the 2021-22 school year as students have transitioned back into the building face to face unless classrooms are quarantined due to CoVid 19. When classes are quarantined, teachers implement the virtual learning expectations matrix that was introduced during the 2020-2021 school year.

12/1/21	Revise the Positive Behavior Expectations Matrix.	Complete 03/31/2022	Barbara Malloy	03/31/2022
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Notes:

9/26/22	Reinforce school behavior expectations and recognize positive student behaviors during the daily morning announcements. Developed Theme for the school year "It's a Good Day to Have a Good Day." The theme song is played daily during morning announcements.	Complete 08/29/2022	Amiee Richardson	08/29/2022
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Notes:

10/27/22	Students will assume a leadership role of facilitating morning announcements.	Complete 10/31/2022	Marsha Evans	10/31/2022
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Notes:

9/26/22	Survey classrooms to ensure each classroom has classroom rules and expectations clearly posted for elementary grades.	Complete 11/04/2022	Delicia Battle	11/04/2022
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Notes:

12/1/21	Create posters of the revised Positive Behavior Matrix and distribute to all classrooms and throughout the building.	Complete 09/29/2022	Marsha Evans	11/30/2022
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Notes: The leadership team met on this task; however, due to limited time restraints, this task is extended until the 2022-23 school year.

9/25/20	Create school wide behavior matrix that distinguishes between classroom intervention as opposed to office intervention.		Delicia Battle	12/15/2023
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Notes: The leadership team decided move this task into the 2022-23 school year.

The matrix will provide guidance for teachers and strategies to assist teachers with handling inappropriate student behavior. The date was changed initially due to continuation of remote learning. The team need additional time to draft and implement the strategies regarding the matrix.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Curriculum and instructional alignment

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

2022-23

Warren County School's Academic Services department continue to provide pacing guides for all grade levels and subjects including reading/language arts, math, science, and social studies. Administration scheduled unpacking in-service professional development this year to increase staff understanding of the standards.

Northside's leadership team, agreed that this indicator will require additional time to effectively complete. The team will execute the action steps developed during 2021-22 school year and successfully complete by the end of the 2023-24 school year.

2021-22

The Warren County School district supplies pacing guides for all grade levels and subjects in which teachers at Northside K-8 uses to provide instruction. Northside K-8's school leadership team is working towards developing standards aligned instructional units this year beginning in math for grades PreK-8. The leadership team will develop this phases to address this indicator.

Phase one will consist of assembling a committee and identifying specific skills or standards that the team has identified as deficit areas that need target focus. Phase two will consist of preparing pre and post assessments that align to the standards. Lastly, phase three will consist of developing lessons.

2020-21

The Warren County School district hired six instructional coaches who have the responsibility in conjunction with district leaders to develop pacing guides for all subject areas aligned to district or state resources. In addition, all coaches have been assigned to facilitate weekly District Wide Collaborative Meetings for all grade levels where the team focuses on instructional planning using the standards and pacing guides to develop effective lessons. Teams also focus on data analysis. The instructional coach will meet with grade level teams to assist with designing lessons/units, acquiring resources, breaking down standard, determining the meaning of standards, and identifying instructional strategies, assessments, differentiation, and vocabulary.

In 2017-18, we have nine new teachers to grades and subjects who are utilizing countywide curriculum coaches and mentors to support staff.

Limited Development
09/23/2016

We will begin our work on aligning curriculum with kindergarten classes and then move to first grade and up.

The LEA at various times have teachers from various schools to collaborate on developing pacing guides. During the 2013-14 school year, department representatives worked with DPI Coaches to develop the guides. For the 2015-16 school year in April, district wide collaboration from all departments met to revise the current pacing guides. For the 2016-17 school year, the district has assembled a group of teachers once again to work on pacing guides. At the school level, departmental teams have not met to discuss curriculum alignment with instructional practice and it has been difficult for middle grade teachers because it is only one teacher teaching the content area. Our school team will develop a plan to ensure that teams begin aligning curriculum with instructional practices during the remainder of the year during after-school departmental meetings. The Pre-K classes have planned and designed units of study through the Creative Curriculum Studies: The Beginning of the Year Study The Bread Study The Music Study The Pet Study The Box Study The Exercise Study The Clothes Study These studies are geared around the interest of children birth through kindergarten. There are investigations and help to engage children in learning at their own ability and progression. There are 38 Objectives for Development and learning. These objectives are predictive of children's school success and conform to state early learning standards. As part of our studies we introduce letters and sounds as well as numbers integrating these skills in our play.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>When this objective is fully met, all teachers will plan together during departmental meetings where they will design units of instruction for three to six weeks of work within a subject area for a particular grade level or course sequence. Through use of teacher expertise about the taught curriculum, our instructional team will develop a plan for each unit. All teachers will be knowledgeable of what other teachers teach based subject and grade level. We will establish an alignment process to serve as a checks and balance system for curriculum and instruction. The unit plan will be developed by the Instructional Team to define a unit of instruction and outline the standards and target objectives (typically grade level) addressed in the unit of instruction. The Instructional Team will: 1. Determine the concepts, principles, and skills that will be covered within the unit. 2. Identify the standards/benchmarks that apply to the grade level and unit topic. 3. Develop all objectives that clearly align to the selected standards/benchmarks. 4. Arrange the objectives in sequential order. 5. Determine the best objective descriptors. 6. Consider the most appropriate elements for mastery and constructs criteria for mastery.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Instructional Plan for curriculum 2. Initial unit plans for each subject and grade level 3. Agenda and minutes 		<p>Nicole Baker</p>	<p>06/10/2024</p>
<p>Actions</p>		<p>10 of 14 (71%)</p>		
<p>11/16/16</p>	<p>Conduct the content/curriculum meetings monthly as outlined by the schedule to design units of instruction for all grade levels and subjects</p>	<p>Complete 12/12/2016</p>	<p>Ethel Alston</p>	<p>12/12/2016</p>
<p><i>Notes:</i> The initial meeting for content/curriculum unit instructional planning will begin December 12 and will meet monthly until the end of the school year.</p>				
<p>1/31/17</p>	<p>First session for the leadership team is to design units of math instruction for three to six weeks of instruction for 3rd grade math objective 3.MD.6.</p>	<p>Complete 03/01/2017</p>	<p>Patricia Williamson</p>	<p>03/01/2017</p>
<p><i>Notes:</i></p>				
<p>2/19/17</p>	<p>Second session for the leadership team is to design unit of math instruction for three to six weeks of instruction for 3rd grade mathat objective 3.MD.6.</p>	<p>Complete 04/26/2017</p>	<p>Patricia Williamson</p>	<p>04/26/2017</p>
<p><i>Notes:</i></p>				

2/19/17	Third session for the leadership team is to design unit of math instruction for three to six weeks of instruction for 3rd grade math objective 3.MD.6.	Complete 06/01/2017	Patricia Williamson	05/17/2017
<i>Notes:</i>				
10/17/19	Third grade teachers will create common lesson plans in the area of reading and math that are research based and aligned with the NC Standard course of study.	Complete 11/22/2019	Patricia Williamson	12/20/2019
<i>Notes:</i>				
11/16/16	Create a school wide schedule for content/curriculum meetings.	Complete 11/22/2019	Michelle Dunbar	01/20/2020
<i>Notes:</i> Grade level/subject will meet twice a week during planning periods. Content Area will meet the second Monday of each month. School Improvement/Instructional Leadership Team meets twice a month after school.				
9/25/20	Instructional Coach will facilitate collaborative planning meetings with all teachers throughout the district including their base school.	Complete 08/28/2020	Amiee Richardson	08/28/2020
<i>Notes:</i>				
9/25/20	Create school wide schedule for content/curriculum meetings through the MTSS framework.	Complete 10/02/2020	Amiee Richardson	10/02/2020
<i>Notes:</i>				
9/25/20	Instructional Coach will facilitate school-based MTSS/PLC's and collaborative meetings for all grade levels weekly.	Complete 10/07/2020	Amiee Richardson	10/07/2020
<i>Notes:</i>				
9/25/22	Administration scheduled an unpacking standards in-service professional development to support new and continuing teachers to increase understanding of what the standards mean to improve effective lesson plan and instruction relating to all subject areas.	Complete 09/19/2022	Amiee Richardson	09/19/2022
<i>Notes:</i>				
9/25/22	Administration scheduled an unpacking standards in-service professional development to support new and continuing teachers to increase understanding of what the standards mean to improve effective lesson plan and instruction relating to all subject areas.		Amiee Richardson	08/31/2023
<i>Notes:</i>				
10/7/22	The leadership team will receive professional development in the Understanding by Design process and implement the three phases of UbD in ELA units for grades K-5.		Dr. Brenda Champion	06/28/2024
<i>Notes:</i>				

10/7/20	The leadership team will receive professional development in the Understanding by Design process and implement the three phases of UbD in Math units for grades K-5.		Sharon Moore	06/28/2024
	<p><i>Notes:</i> The leadership team met and decided that more time was needed to begin and accomplish this task. This task will be moved to the 2023-2024 school year.</p> <p>The team will begin the process of working on this task in three phases is moved to the next school year.</p>			
12/1/21	Teachers will develop pre and post assessments for the curriculum units in Reading, Math, and Science utilizing SchoolNet.		Dr. Brenda Champion	06/28/2024
	<p><i>Notes:</i> The leadership team met on this task and decided additional time was needed to begin and accomplish this task. The team will start the 2023-2024 school year.</p>			
Implementation:		11/22/2019		
Evidence	10/9/2018 Meeting minutes and sign in sheet.			
Experience	10/9/2018 The third session was completed			
Sustainability	10/9/2018 We will need to continue to meet to discuss changes and progress yearly.			

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2022-23 The school district designed an instructional framework this year highlighting expectations for the lesson plans. Northside Elementary teachers submit standards aligned weekly lesson plans for all subjects in the lesson plan platform through Google Classroom established by the principal. Teacher assistants are also required to submit the lesson plans to indicate collaboration with the lead teacher. Plans include instructional practice based on the standard course of study, gradual release through whole group and small group instruction, tiering and differentiation, and assessments. Teachers receives feedback from the administrative team regarding lesson plan submission and the content; however, feedback is inconsistent.	Limited Development 11/02/2022		
<i>How it will look when fully met:</i>		Using an instructional framework for lesson plans, teachers and teacher assistants submit weekly plans that are standards-based incorporating instructional practices, differentiated activities for all students, and assessments that indicate student mastery. Administrators regularly review lesson plans weekly and provide feedback as needed for reflection and improvement. Evidence: 1. Sample lesson plans from multiple grade levels 2. Platform documentation 3. Instructional Framework 4. Sample Feedback from administrators	Objective Met 05/02/23	Dr. Amiee Richardson	06/09/2023
Actions					
	11/2/22	District Academic services team introduced and provided professional development on the new instructional framework to all teachers and staff.	Complete 08/18/2022	Dr. Amiee Richardson	08/18/2022
<i>Notes:</i>					

11/2/22	Create a lesson plan administrative review rotation for the first nine weeks.	Complete 09/06/2022	Nicole Baker	09/06/2022
<i>Notes:</i>				
11/2/22	Update the administrative lesson plan rotation for the second nine weeks.	Complete 11/14/2022	Dr. Amiee Richardson	11/14/2022
<i>Notes:</i>				
11/2/22	Create a review process for the new administrative team to direct their focus weekly on specific areas ensuring that all components are addressed in the instructional framework.	Complete 11/28/2022	Dr. Amiee Richardson	11/28/2022
<i>Notes:</i>				
11/2/22	Update the administrative lesson plan rotation for the third nine weeks.	Complete 02/01/2023	Delicia Battle	02/01/2023
<i>Notes:</i>				
11/2/22	Update the administrative lesson plan rotation for the fourth nine weeks.	Complete 04/10/2023	Dr. Brenda Champion	04/10/2023
<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>		<p>2022-23</p> <p>Northside Elementary continues to use the Warren County Schools model for MTSS support. This school year a full time MTSS Coordinator has been hired at the school to execute the MTSS framework. The coach provides direct support to teachers and students as well as facilitate the process for identifying strategies/interventions the will improve students outcomes in term of academics and behavior. In addition, the MTSS Coordinator facilitates monthly meetings with staff.</p> <p>2021-22</p> <p>Northside K-8 continues to use the Warren County School's model to have an Instructional/Multi Tiered System of Support Coach to train and work with the Northside K-8 staff on implementing the MTSS framework. MTSS will incorporate the Student Assistance Team which also addresses the creation and implementation of 504 plans. The goal of the MTSS team is to meet students needs by improving instruction in</p>	Limited Development 10/18/2016		

the three tiers (Tier I- on-grade level students, Tier II - students who need intervention support, and Tier III- students who need intensive support). PLC Teams will meet weekly using data from multiple sources to address students needs and strengths by developing a plan of support to improve student outcomes.

Northside's MTSS school based team also meets twice a month to discuss student academic performance, attendance, intervention strategies, and develop personalized education plans to support the students. The team will begin implementation of the problem solving model to provide another layer of support to increase student growth annually by at least 10 percent.

2020-21

The WCS district hired an Instructional/MTSS Coach to train and work with the Northside K-8 staff on implementing the MTSS framework. MTSS will incorporate the Student Assistance Team and 504 plan, where the entire school will focus on meeting students needs by improving core instruction in Tier I implement researched based strategies, supplemental support in Tier II, and intensive support in Tier III. Teams will meet weekly using data from multiple sources to address students needs and develop a plan of support to improve student outcomes.

2019-20

Currently, Northside K-8 School has a process for the Student Assistance Team. The team identifies problems with students, and complete the referral process which includes: permission to screen and observe students, discuss interventions that will meet student needs, and create a success plan for students which will be discussed at the initial meeting. Invention plans are implemented for four to six weeks in the classroom by the teacher. The team meets the second time to assess if intervention strategies worked. If the strategies work, teachers will continue. If the strategies do not work, more strategies are developed or students are referred to the exceptional program. The team has not implemented the MTSS system at the school; however, we have assessed that our current practices have some similarities as MTSS. Our team will implement a plan to deliver evidence-based instruction that is aligned with individual student needs across a tiered system. This school year, our school system will begin the process of

developing for implementation at the district and school level. The school leadership's team will develop our plan after we receive direction from the district.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Objective 4.01 will be fully implemented when there is substantial evidence that all teachers use a variety of data sources to indicate tiered instructional system. All teachers will know as well as understand how to: analyze data, use the correct language for the tiered system, tier the students, and use the data to make better instructional decisions for students. Teachers will monitor and review data routinely to move students from tier to tier as needed and adjust instructional practices that will align with students needs. Finally, teachers will understand how to effectively implement the Multi Tiered System of Support through professional development and application in order to produce positive outcomes for students.

Evidence

1. Teacher Data Notebook
2. Grade Level Data Tracking Spreadsheet
3. Professional Development Agenda and sign in sheet
4. Lesson Plans

Dr. Amiee Richardson

06/09/2023

Actions

20 of 21 (95%)

11/2/16 Establish a professional development on how to tier students and how to analyze data for the purpose of grouping students.

Complete 11/09/2016

Amiee Richardson

11/09/2016

Notes: Staff need training on how to analyze data and group students.

3/16/17 Provide Staff with an overview of the MTSS process for the purpose understanding the language, what MTSS means, and how we need to implement within the school

Complete 01/12/2017

Amiee Richardson

01/12/2017

Notes:

11/16/16 Contact the state DPI MTSS representative about providing professional development on the MTSS process.

Complete 01/31/2017

Amiee Richardson

01/31/2017

Notes: Mrs. Richardson will contact DPI's state MTSS representative to come and provided professional development for MTSS

1/31/17	Coordinate with district leaders to set up the Professional Development Session on MTSS.	Complete 02/22/2017	Amiee Richardson	02/21/2017
	<i>Notes:</i> The DPI MTSS representative changed; therefore, Mrs. Richardson had to acquire additional information about the new person. At this time, Mrs. Richardson is awaiting return contact to confirm the session. District leadership wants the schools to wait until training is completed at that level; then, all schools will be trained.			
1/29/21	Modify and develop an updated version of the school-wide PEP form to include K-8 and additional subjects including Science and Social Studies.	Complete 01/22/2021	Amiee Richardson	01/22/2021
	<i>Notes:</i> The PEP was modify to include all grades instead of focusing only on grades 3-8.			
1/29/21	Develop protocol for a second option for teacher to develop PEP's using Rtl Stored and the MTSS framework.	Complete 01/22/2021	Amiee Richardson	01/22/2021
	<i>Notes:</i> Developed the plan for 80% of the staff to enter student data and use the individual plan in the Rtl Stored platform as the PEP.			
1/29/21	Provide professional development to all staff on how to complete the PEP paper-version and Rtl Stored version to support students.	Complete 01/26/2021	Meiya Petitt	01/26/2021
	<i>Notes:</i>			
11/22/19	Classroom teachers will develop personal educational plans for at risk students. Teachers will work collaboratively with parents and students to address individual student needs.	Complete 02/12/2021	Kia Scruggs	02/12/2021
	<i>Notes:</i> The assigned team member will follow up with colleagues to ensure the plans are completed and ready for submission to administration. This action step is a carry over from last school year. The task was not completed at the end of the 2019-2020 school year due to COVID 19 pandemic. If students do not return for face to face instruction, student personalized educational plans will be created and shared virtually with parents. Parents will have an opportunity to provide input on whether the plan will meet their child's needs.			
1/29/21	Teachers will conduct parent conferences to discuss student progress and strategies based on the PEP's.	Complete 03/04/2021	Michelle Dunbar	03/04/2021
	<i>Notes:</i>			
12/1/21	MTSS district training on the district handbook , Rtl, and MTSS protocols and procedures.	Complete 11/22/2021	Amiee Richardson	11/22/2021
	<i>Notes:</i>			
6/7/21	Establish additional Rtl Stored training for staff on how to develop PEP's, group students, and create goals for students based on assessment data.	Complete 03/03/2022	Nicole Baker	03/03/2022

Notes: Due to staff changes, this training has been changed from three times a year to once a year.

9/25/22	The MTSS Coordinator will facilitate MTSS framework overview for staff.	Complete 09/26/2022	Delicia Battle	09/26/2022
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Notes:

9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.	Complete 10/10/2022	Delicia Battle	10/10/2022
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Notes:

9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.	Complete 11/17/2022	Delicia Battle	11/17/2022
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Notes:

9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.	Complete 12/13/2022	Linda Hargrove	12/12/2022
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Notes:

9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.	Complete 01/25/2023	Linda Hargrove	01/25/2023
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Notes:

9/26/22	All instructional support staff (literacy coach, math coach, and mtss coordinator) will provide small group instruction for tiered students in reading, math, and/science to improve student outcomes to 10 percentage points by the end of the school year.	Complete 02/06/2023	Dr. Brenda Champion	02/06/2023
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Notes:

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<i>Notes:</i>				
9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.	Complete 03/15/2023	Linda Hargrove	03/15/2023
<i>Notes:</i>				
9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.	Complete 04/24/2023	Delicia Battle	04/24/2023
<i>Notes:</i>				
9/25/22	MTSS Schoolwide Team monthly meeting where teachers and the team will identify at risk students. The MTSS coordinator and team will provide support teachers with developing strategies to best meet student academic and behavior needs. The team will also progress monitor and revisit students plans as necessary until student deficits are met.		Delicia Battle	05/08/2023
<i>Notes:</i>				
Implementation:		08/27/2018		
Evidence	8/27/2018 Teacher data notebooks are kept in each classroom and can be provided as evidence.			
Experience	8/27/2018 When it first started, it was horrible. The students did not know where to go or what to do and we had to get them on a schedule. We had to rotate them from teacher to teacher on a bi-weekly basis. If they went to Science one week, they went to social studies the following week. Math and ELA had this everyday.			

Sustainability		8/27/2018 We had to look at the data based on what they learned and see if they moved up or down on the tier. We continue to meet weekly with PLC's to review the data from weekly assessments or district assessments. We also utilize the I-ready and MClass to look at the data weekly with other teachers.			
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:		<p>2022-23</p> <p>Northside Elementary will continue the district initiatives this year that provide students with emotional support to develop self awareness strategies that lead to positive coping mechanisms and behavioral choices. Staff teach social emotional lessons daily during morning transition. New staff will be trained on ReThink Ed. The new guidance counselor will administer pre and post ReThink Ed surveys.</p> <p>2021-22</p> <p>Northside K-8 has implemented District initiatives this year that provide students with emotional support to develop self awareness strategies that lead to positive coping mechanisms and behavioral choices. Staff have been trained on how to use the ReThink Ed software, and the school counselor has started the implementation of social emotional learning (SEL lessons). Students will be given a pre and post survey so that the effectiveness of the ReThink Ed program can be measured. Social Emotional Learning lessons that focus on the topic of Anti-bullying and character education have now been implemented during daily instruction.</p> <p>2020-21 School Year</p> <p>The district hired Instructional/MTSS Coaches to implement the MTSS framework within all school as a means of total school improvement providing targeted support to all students through a Tiered system using research based strategies to strengthen core instruction. MTSS will also incorporate SEL and Behavior plans as well as supports for all students. Northside will continue all processes from previous years and</p>	Limited Development 10/18/2016		

integrate those process into the MTSS framework including 504. Northside K-8 School currently engages in the following to meet the emotional needs for students: Guidance Counselor Referral, social worker referral, Student of the Month, Clothing Closet, ATEAM Referrals for students who need support.

2020-21 School Year

The district hired Instructional/MTSS Coaches to implement the MTSS framework within all school as a means of total school improvement providing targeted support to all students through a Tiered system using research based strategies to strengthen core instruction. MTSS will also incorporate SEL and Behavior plans as well as supports for all students. Northside will continue all processes from previous years and integrate those process into the MTSS framework including 504.

Northside K-8 School currently engages in the following to meet the emotional needs for students: Guidance Counselor Referral, social worker referral, Student of the Month, Clothing Closet, ATEAM Referrals for students who need

interventions in academics and behavior, and Lights of Character Recognition for students. Our PBIS/Caring and Safety Committee executes our PBIS plan to recognize our students for positive behavior and academics on a monthly basis.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:	<p>Objective A4.06 will be fully met by the Northside K-8 team when all teachers recognize student emotional behaviors and are better equipped to assist students with successfully managing their emotional distress. Support services and interventions will be available for student and teacher access. Parents will also be equipped to handle emotional issues of their children and will work collaboratively with the school team to ensure academic success for each student. Staff will provide individual interventions and will have been trained on how to effectively assist the students.</p> <p>Evidence to support full implementation of this objective includes:</p> <ol style="list-style-type: none"> 1. Decreased office referrals based on the school-wide discipline log and Educator's Handbook reports; 2. Out of school suspensions will decrease as evidenced by PowerSchool suspension data; 3. Increase in student celebrations based on PBIS documentation. 		Linda Hargrove	06/09/2023
Actions		10 of 11 (91%)		
11/30/16	The Assistant Principal and Guidance Counselor will join the district Autism Problem Solving Team to address autistic students' needs for the purpose of acquiring strategies and training for teachers in order to effectively teach students with autism and autistic behaviors.	Complete 05/19/2017	Amiee Richardson	11/17/2016
<i>Notes:</i> We will meet as needed and quarterly with the district autism team to address the strategic plan for the district and Northside. The first meeting was November 17, 2016. The NC Regional Autism Regional meeting was held on November 29, 2016.				
11/30/16	Staff will receive In-service Professional Development regarding Foundations of Autism Part I from the school's problem solving team members.	Complete 02/23/2017	Amiee Richarson	02/24/2017
<i>Notes:</i>				
2/26/17	Staff will receive In-Service Training on Foundations of Autism Part II.	Complete 04/26/2017	Teresa Taylor	04/26/2017
<i>Notes:</i>				
11/22/19	All teachers will be provided professional development on Multi Tiered Support System. This training will be provided by the school assigned Instructional/MTSS coach to build capacity in this area.	Complete 01/28/2021	Amiee Richardson	01/31/2021

Notes: The MTSS framework is designed to provide teachers with best practice strategies to support and address students emotional, social, and behavioral needs. Teachers have already been provided with professional development on the MTSS framework and how it can support them in the classroom.

6/7/21	Conduct MTSS training to build staff capacity in meeting the social emotional and academic needs of students.	Complete 04/30/2021	Kia Scruggs	04/30/2021
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Notes:

6/7/21	Conduct a mini SEL professional development with the use of ReThink Ed. for the MTSS Team.	Complete 10/27/2021	David Hickey	10/31/2021
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Notes:

11/15/21	Administer SEL Assessment to students in the Fall.	Complete 10/29/2021	David Hickey	10/31/2021
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Notes:

12/1/21	MTSS district training on the district handbook , RtI, and MTSS protocols and procedures.	Complete 11/22/2021	Amiee Richardson	11/22/2021
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Notes:

6/7/21	Conduct SEL professional development for all elementary school staff.	Complete 03/15/2022	David Hickey	03/15/2022
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Notes:

3/2/22	Conduct SEL professional development for all teachers and staff.	Complete 03/22/2022	David Hickey	03/22/2022
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Notes:

6/7/21	Conduct social emotional training to build staff capacity in meeting the emotional and academic needs of students.		Linda Hargrove	12/15/2023
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Notes: Due to changes in personnel and continued shortages, this task will be moved to the 2023-24 school year once a new MTSS Coach is hired.

Due to staff shortages, the indicator was modified from three times a year to once a year until the new Instructional Coach is hired.

Implementation:		08/27/2018		
Evidence	8/27/2018 Powerpoint and Professional development sign in sheets.			
Experience	8/27/2018 Ms. Richardson and Ms. Taylor went to several autism training professional development sessions. We had two autism professional development trainings at Northside to train the staff.			
Sustainability	8/27/2018 Refresher courses and updated professional development for the trainers and teachers.			

	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
<i>Initial Assessment:</i>			<p>2022-23</p> <p>Beginning this school year, Northside Elementary teacher teams will meet for each grade level to introduce and expose the next grade level teachers to their content, curriculum, and student data in preparation for the next school year. The goal is to ensure that the teachers at the next level understand what students should know or be able to do at that level to increase student success. In addition, the school will begin the process of conducting transition meetings with students and parents before the end of the school year. The guidance counselor will also play a vital role in establishing tours with the middle school to ensure successful transition of the fifth graders.</p> <p>2021-22</p> <p>Northside was a PreK-8 school in 2021-22. The guidance counselor established tours and set up the application process for the sixth and seventh grade students who transitioned to the traditional middle school as well as for the eighth grade students who transitioned to the high school. The principal of the traditional middle school discussed expectations and procedures in a question and answer session at Northside for the students in sixth and seventh grade to prepare them for transition during the 2022-23 school year.</p>	<p>Limited Development 03/29/2022</p>		

<p>How it will look when fully met:</p>	<p>When this objective is fully met, Northside will have fully developed, implemented, and evaluated explicit and ongoing plans to support student transitions across grades within the school and for fifth graders transitioning to the middle school level. Northside Elementary teachers will provide academic data to transitioning teacher and participate in vertical planning meetings to align standards, curriculum, and instruction to increase a smoother transition for students. Northside Elementary will collaborate with the middle school to a transition plan or program that will address academic, developmental, social, and procedural needs to foster successful student transition to middle school.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Planning documents from tours and presentations from the middle school. 2. Vertical planning documents from grade level teachers and meeting agendas. 3. Transition documents that teachers will prepare for the next teacher indicating student progress. 		<p>Linda Hargrove</p>	<p>06/10/2024</p>
<p>Actions</p>		<p>2 of 6 (33%)</p>		
<p>9/25/22</p>	<p>Schedule and develop fifth grade transition plans and tours with the middle school.</p>	<p>Complete 04/17/2023</p>	<p>Linda Hargrove</p>	<p>04/17/2023</p>
<p><i>Notes:</i></p>				
<p>9/25/22</p>	<p>Conduct PreK to Kindergarten grade level to grade level transition meetings.</p>	<p>Complete 04/26/2023</p>	<p>Gwendolyn Pierce</p>	<p>04/26/2023</p>
<p><i>Notes:</i></p>				
<p>5/2/23</p>	<p>Conduct Second to Third Grade level to grade level transition meetings.</p>		<p>Patricia Williamson</p>	<p>06/01/2023</p>
<p><i>Notes:</i></p>				
<p>9/25/22</p>	<p>Conduct vertical planning meetings once per semester.</p>		<p>Chinqua Taylor</p>	<p>10/15/2023</p>

<i>Notes:</i>			
9/25/22	Conduct vertical planning meetings once per semester.		Chinqua Taylor 01/15/2024
<i>Notes:</i>			
3/6/23	Conduct vertical planning meeting with grade level teams.		Chinqua Taylor 03/15/2024
<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:

2022-23

This year, the team will continue the process to improve the teaching and learning process. In addition, the team has required each school to implement an instructional framework through lesson planning and display focus wall charts. During the 2021-22 school year, the Warren County District Academic Services' team conducted walk through informal observations.

Principals and Assistant Principals meet monthly with the Academic services team review and discuss topics that will drive school improvement. Principals also meet monthly with the superintendent. Members of the district teams also participate in joining School leadership and MTSS meetings.

The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Chiefs, and Directors. The team meets regularly to share the current state of the district improvement plan and level of support being provided to schools.

Evidence:

1. Meeting agendas and other documents
2. Strategic Plans
3. Walk through feedback

Limited Development
03/29/2022

How it will look when fully met:		The district LEA Support and Improvement team will include the topic of support for Priority and Low Performing schools on each team meeting agenda. The team will provide coaching comments on a regular basis in the NCStar tool. Members of the LEA support and improvement team will provide feedback to principals using a district developed walkthrough tool after conducting instructional rounds. Evidence: 1. Meeting agendas and other documents 2. Strategic Plans 3. Walk through feedback 4. Feedback on the school's school improvement plan	Objective Met 10/27/22	Delicia Battle	06/09/2023
Actions					
	10/1/22	Principal's monthly PLC with academic services. Topics included: NC Star, Pacing guides, Focus Walls, and District Initiatives,	Complete 09/14/2022	Amiee Richardson	09/14/2022
		<i>Notes:</i>			
	10/1/22	District instructional rounds walk through.	Complete 10/05/2022	Amiee Richardson	10/05/2022
		<i>Notes:</i>			
	10/1/22	Principal's monthly PLC with academic services focusing on beginning of year assessment data.	Complete 10/13/2022	Amiee Richardson	10/13/2022
		<i>Notes:</i>			
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:		2022-23 The Northside Elementary leadership team will to meet twice a month with one meeting focusing on school wide data. Data analysis and discussions will continue during MTSS/PLC grade level meetings. The school leadership team will continue to use data to make decisions regarding allocation of Title I funds to address student achievement needs that are reflective in the collection of student data. Funding will be used to provide professional development, afterschool tutorial program, and instructional materials.	Limited Development 11/02/2016		

During weekly PLCs, grade level teams use the RtI Stored online software to engage in the following activities:

1. Establishing Grade level and student goal setting
2. Designing strategies that will help students master grade level content.
3. Using data to develop student tier placement based on assessment, attendance, and behavior data.

2021-22

The Northside K-8 leadership team continues to meet twice a month with a focus on data. Data digs occur weekly at the faculty meetings and at least once a month during school leadership team meetings. Data analysis and discussions continue also weekly during MTSS/PLC grade level meetings. The school leadership team is charged with the task of allocating Title I funds to address student achievement needs that are reflective in the collection of student data. As a result, funding has been allocated towards hiring day tutors, initiating an afterschool tutorial program, and instructional materials.

During weekly PLCs, grade level teams use the RtI Stored online software to engage in the following activities:

1. Establishing Grade level and student goal setting
2. Designing strategies that will help students master grade level content.
3. Using data to develop student tier placement based on assessment, attendance, and behavior data.

2019-2021

The Northside Leadership Team will conduct effective meetings at least twice a month. During the first meeting of the month the leadership team will review data regarding the status of student success, and evaluate the progress students are making on personal education plans (PEP). During the second meeting, the leadership team will review the progress being made to attain the goals set forth in the School Improvement Plan. During this time, the leadership team will assess, make needed adjustments, and set forth a plan of action for full implementation. 2020-21

During the 2020-21 school year, Northside will continue meeting twice a month with a focus on data at least once a month during leadership team meetings. Data analysis and discussions will also occur twice a month during the MTSS/PLC meetings as a means to use data to drive instruction and to meet student diverse needs. Teachers will also continue collecting, presenting, and discussing data throughout the school year.

Beginning the 2016-17 school year, the leadership team began the process of meeting twice a month to review school goals and strategies to assist with implementation of effective instructional, operational, and other practices to increase effectiveness within the school. Our team will continue to address this area.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>All at risk students will have Personalized Education Plans (PEPs) that include learning pathways and strategies for success. Each student plan will incorporate differentiation and take into account student's preferred learning styles. Data will drive all decision-making and instructional planning in the classroom. Student growth and mastery will be evident on informal and formal assessments.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Completed PEP for every at risk students 2. Data derived from mClass, iReady, and NC Checkins. 	<p>Objective Met 09/10/18</p>	<p>Patricia Williamson</p>	<p>06/09/2023</p>
<p>Actions</p>				
<p>11/16/16</p>	<p>Establish formal meeting days for all instructional teams.</p>	<p>Complete 10/17/2016</p>	<p>Amiee Richardson</p>	<p>10/17/2016</p>
<p><i>Notes:</i></p>				
<p>11/2/16</p>	<p>Mrs. Richardson will design a data spreadsheet for all grade levels so that teachers will have a working document of student performance which serves as a visual for what and how the teams need adjust instruction in order to increase positive student outcomes. Team members will update the spreadsheet weekly to reflect student changes within the tiering system during their PLC.</p>	<p>Complete 11/22/2016</p>	<p>Amiee Richardson</p>	<p>11/22/2016</p>
<p><i>Notes:</i></p>				
<p>11/30/16</p>	<p>Grade Level Teams will update the data spreadsheet ongoing monthly until the end of the school year.</p>	<p>Complete 06/20/2017</p>	<p>Amiee Richardson</p>	<p>06/20/2017</p>
<p><i>Notes:</i></p>				
<p>10/7/20</p>	<p>The MTSS/PLC Protocol Matrix will be developed as means to intentionally focus on students outcomes and best instructional practices to improve the teaching and learning process.</p>	<p>Complete 09/30/2020</p>	<p>Amiee Richardson</p>	<p>09/30/2020</p>
<p><i>Notes:</i> The Multi-Tiered System of Support Matrix has been developed and teachers have received professional development on the matrix. The matrix is utilized during grade level Professional Learning Community meetings and tiered level students are identified.</p>				
<p>10/6/20</p>	<p>Teachers will store student assessment data on the virtual platform, as well as in data notebooks. Rich data discussions will occur during Professional Learning Community meetings to create data-driven instruction.</p>	<p>Complete 06/07/2021</p>	<p>Amiee Richardson</p>	<p>06/11/2021</p>
<p><i>Notes:</i> The principal will facilitate Professional Learning Community teacher data meetings on a monthly basis. The curriculum coach facilitator will continue data digs during weekly teacher grade-level meetings.</p>				

11/22/19	The leadership team will review data at the end of the year to determine if the allocation of resources and strategies applied had a significant impact on student performance in the areas of Science, Math, and Reading.	Complete 09/21/2021	Michelle Dunbar	08/15/2021
<i>Notes:</i> The original task for this indicator was not achieved due to Covid 19. This task will continue for the 2020-21 school year. Teachers have already reviewed last year's middle of the year iReady reading and math data, as well as the current year's data. The iReady data has been uploaded into a software called RTI Stored. RTI Stored, based on the data, has grouped students into various academic tiers. The next step for teachers is to plot a course of action using RTI Stored intervention strategies.				
11/30/21	The leadership team will review at the end of the year to determine if the allocation of resources, funding, and strategies implemented had a significant impact on student academic performance in the areas of Science, Math, and Reading.	Complete 08/18/2022	Amiee Richardson	08/19/2022
<i>Notes:</i> Due to transition in leadership and time, this task will be moved the beginning of the 2022-23 school year.				
9/25/22	Grade levels will create a data spreadsheet for all students that will include academic and attendance data for the leadership team to review monthly. The team will use this information to drive instructional decisions for the school.	Complete 10/17/2022	Amiee Richardson	10/17/2022
<i>Notes:</i>				
1/23/23	Grade levels will enter MOY mClass, iReady, and NC Check In data in to the grade level data spreadsheet.	Complete 02/07/2023	Sharon Moore	02/07/2023
<i>Notes:</i>				
Implementation:		09/10/2018		
Evidence	9/10/2018 We have access to the data and attendance spreadsheet.			
Experience	9/10/2018 A spreadsheet was created through Google and was interactive. Once a month, meetings were held to look and disaggregate data from mClass and other assessments. We used this to predict who would pass the EOG's. A different spreadsheet was created to track attendance data.			
Sustainability	9/10/2018 We need to continue utilizing the data spreadsheet and updating this monthly.			

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
<i>Initial Assessment:</i>		<p>2022-23</p> <p>At the beginning of the school year, teachers were assigned supervisory duties in the building as well as on the bus lot or provided supervision for car riders. In addition, all teachers are assigned a designated area in the building to display student work samples and exemplars on the bulletin boards highlighting objectives from the standard course of study for Reading, Math, Science, and Social Studies as well interdisciplinary units or samples.</p> <p>Every teacher has an instructional planning period daily for 45 minutes to: plan for instructional lessons, analyze student data from assessments, and prepare materials for the lessons.</p> <p>Teachers meet weekly with their grade level colleagues as well as through the MTSS/PLC meetings with administrators and school coaches on Tuesdays. Data from various sources is discussed and analyzed during the meetings and instructional planning utilizing resources. Teachers started back participating in District Wide monthly planning with elementary teachers from other schools facilitated by Instructional Coaches and other district leaders.</p> <p>2020-21</p> <p>Due to Covid19 and Remote Learning, school level responsibilities have not been assigned. Teachers participate in District Wide planning weekly with assigned Instructional Coaches. In addition, teachers meet weekly with their grade level colleagues as well as through the MTSS/PLC meetings with the school coach. Data from various sources is discussed and analyzed during the meetings and instructional planning utilizing resources. All sessions are virtual; however, teachers have the option to come in person weekly on the district planning day.</p> <p>During the 2015-16 school year, teacher teams met once a week. Currently, teachers meet twice a week for instructional planning where they discuss student data to guide them in planning lessons. Teachers review weekly assessments and standards that have been taught. Meetings are geared towards building comprehension skills for students. Current practice: At the beginning of every school year, teachers were assigned supervisory duties in the building as well as on</p>	Limited Development 11/01/2016		

the bus lot or provided supervision for car riders. In addition, all teachers are assigned a designated area in the building to display student work samples and exemplars on the bulletin boards highlighting objectives from the standard course of study for Reading, Math, Science, and Social Studies as well interdisciplinary units or samples. Every teacher has an instructional planning period daily for 45 minutes in elementary as well as in middle grades to: plan for instructional lessons, analyze student data from assessments, and prepare materials for the lessons. Elementary teachers are able to plan together twice a week; however, middle grades teachers plan individually because there is only one teacher per subject for all three grade levels. Therefore, time is allocated as PLC/ departmental meetings where teachers: acquire ideas about specific teaching strategies or resources within a subject area, discuss students needs, plan lessons, and analyze assessment data that includes benchmarks.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>The Leadership Team/School Improvement Team will have met twice per month to discuss and develop the school improvement plan. Grade level chairs from each grade level will participate on the team. The team members will have served in an advisory role to the principal making school-wide decisions related to the school improvement process. Community members will also be serving on the school improvement team. Our team will have reviewed the vision, mission, and core belief statements and any necessary modifications would have been made. The team would have then updated, reviewed, and aligned the school improvement plan (SIP) to ensure school-wide student success. The daily schedule will be aligned to meet student instructional needs, as well as teacher's curriculum collaboration needs to collaborate amongst their grade level. During the teacher planning meetings, teachers will focus on disaggregating data, analyzing the effectiveness of the student personalized educational plans, aligning strategies that will address student weaknesses, and capitalize on their strengths. Teachers will also share how they are using the Multi-Tiered System of Support Framework to address student's academic, social-emotional, and behavioral needs. Each grade level will have documentation in the form of minutes which will summarize the discussions that occurred.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Master Schedule 2. PLC Agenda's and minutes 3. School Improvement Plan 4. Presentation documentation 	<p>Objective Met 12/01/20</p>	<p>Linda Hargrove</p>	<p>06/09/2023</p>
Actions				
<p>11/3/16</p>	<p>Revised schedule for school improvement team and grade level meetings.</p>	<p>Complete 11/10/2016</p>	<p>Medicus Riddick</p>	<p>10/10/2016</p>
<p><i>Notes:</i> Grade level meetings will meet twice a week during planning periods. Minutes are to be submitted to administration after each meeting. School Improvement Team will meet twice a month after school to discuss the School Improvement Plan and data.</p>				
<p>11/3/16</p>	<p>Facilitate the School Improvement and PLC meetings.</p>	<p>Complete 06/12/2017</p>	<p>Amiee Richardson</p>	<p>06/12/2017</p>
<p><i>Notes:</i></p>				
<p>11/22/19</p>	<p>Create a calendar of staff meetings.</p>	<p>Complete 08/17/2020</p>	<p>Michelle Dunbar</p>	<p>08/17/2020</p>

	<i>Notes:</i> School-wide staff meetings are held weekly prior to student instruction beginning for the day. Meetings take place every Tuesday, due to COVID-19 the meetings are held virtually.			
10/7/20	Create MTSS/PLC and School Improvement yearly calendar.	Complete 09/30/2020	Amiee Richardson	09/30/2020
	<i>Notes:</i> The following stakeholders were involved in the creation of the Multi-Tiered System of Support and School Improvement yearly calendar: the principal, assistant principal, curriculum coach, school leadership team members, which include parent and community members. The dates were submitted to the district curriculum director.			
9/25/22	Created and distributed yearly meeting schedule for the leadership team, MTSS team, staff, PBIS, and PLC meetings. Grade level chairs were assigned and duty rosters were provided.	Complete 08/22/2022	Amiee Richardson	08/22/2022
	<i>Notes:</i>			
9/25/22	PLC meeting focusing on data review and analyze data from BOY mClass and iReady assessments to: begin developing students groups, begin small group instruction, and progress monitoring.	Complete 09/27/2022	Amiee Richardson	09/27/2022
	<i>Notes:</i>			
9/29/22	PLC meeting focusing on data review and analyze data from BOY mClass and iReady assessments to: begin developing students groups, begin small group instruction, and progress monitoring.	Complete 10/11/2022	Amiee Richardson	10/11/2022
	<i>Notes:</i>			
9/25/22	Teachers will complete personal education plans for all students who are identified as at risk and strategic as indicated BOY mClass and iReady assessments.	Complete 11/09/2022	Dr. Amiee Richardson	11/09/2022
	<i>Notes:</i>			
10/27/22	K-3 teachers will create individual reading plans to address student deficits based on mClass data.	Complete 11/09/2022	Brenda Champion	11/09/2022
	<i>Notes:</i>			
10/1/22	Conduct Using Data to Drive Instruction in- service PD during the data retreat.	Complete 02/15/2023	Amiee Richardson	02/07/2023
	<i>Notes:</i>			
Implementation:		12/01/2020		
Evidence	9/10/2018 PLC meeting books, shared data meeting information and Mr. Buffaloe's bus checklist.			

Experience	9/10/2018 We have a 45 minute planning period everyday. Teachers meet once a week in grade level teams. Teachers are assigned morning and afternoon duties such as car or bus duty. Teachers have designated committees.			
Sustainability	9/10/2018 Teachers will continue to meet weekly and continue fluid communication between administration and teachers. Planning periods will remain for teachers to complete work.			

Core Function:

Dimension B - Leadership Capacity

Effective Practice:		Monitoring instruction in school				
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>The principal will have focused on instruction and established expectations and processes for team planning and for instructional delivery. The principal will actively monitor classrooms weekly, meet with teams, establish routine visit classrooms, and reinforce good instructional practices.</p> <p>Principals and assistant principals will conduct weekly informal walk throughs, increase visibility and will be heavily involved in the design and implementation of the instructional program, model teaching practices, and will implementing and monitoring assessment systems at the classroom and school levels.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Walk through data and graphs 2. Presentation documentation and artifacts 	Limited Development 12/01/2020			
<i>How it will look when fully met:</i>		<p>The principal will have focused on instruction and established expectations and processes for team planning and for instructional delivery. The principal will actively monitor classrooms weekly, meet with teams, establish routine visit classrooms, and reinforce good instructional practices.</p> <p>Principals and assistant principals will conduct weekly informal walk throughs, increase visibility and will be heavily involved in the design and implementation of the instructional program, model teaching practices, and will implementing and monitoring assessment systems at the classroom and school levels.</p>		Dr. Amiee Richardson	06/10/2024	
<i>Actions</i>			4 of 5 (80%)			
	9/26/22	The administrative team provide lesson plan feedback weekly to teachers.	Complete 09/05/2022	Nicole Baker	09/05/2022	

<i>Notes:</i>				
9/26/22	Created a formal observation schedule through NCEES.	Complete 09/19/2022	Amiee Richardson	09/19/2022
<i>Notes:</i>				
9/26/22	Create a weekly informal observation rotation schedule using the electronic form.	Complete 11/28/2022	Amiee Richardson	11/28/2022
<i>Notes:</i> Administrative changes are forthcoming.				
12/1/22	Principal and Assistant Principal will complete Effective Learning Environments Observation Tool (eleot) training and incorporate this training using the tool to conduct observations developed to focus on learners and how they are inquiring, responding, reacting, enjoying, creating and collaborating in learning settings for the purpose of improving teaching and learning.	Complete 12/05/2022	Amiee Richardson	12/05/2022
<i>Notes:</i>				
10/1/22	Conduct differentiated instruction in-service PD for staff.		Amiee Richardson	10/15/2023
<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:

2022-23

Northside Elementary has continued the practices from the previous year including facilitating data meetings through staff meetings, PLC's, and school leadership team meetings. During the meetings, the team collaborates on frequently to review and analyze school data (NC Check-ins, iReady reading/math data, and common assessment data after each test administration.) In addition, the teams review usage data on specific online district adopted software program to determine effectiveness in terms of student performance and fidelity. For example, iReady lessons and Capit Learning (phonics program). Northside uses data to drive instruction, make decisions on resource allocations to close student learning gaps. Northside Bulldog after school tutorial program will be implemented in January 2023.

2021-2022

Northside K-8 administrators and curriculum coach facilitate data meetings through staff meetings, PLC's and school leadership team meetings. During the meetings, the team collaborates on frequently to review and analyze school data (NC Check-ins, iReady reading/math data, and common assessment data after each test administration.) In addition, the teams review usage data on specific online district adopted software program to determine effectiveness in terms of student performance and fidelity. For example, iReady lessons and Capit Learning (phonics program). Northside uses data to drive instruction, make decisions on resource allocations, and close student learning gaps. To provide another layer of academic support, the Northside Bulldog after school tutorial program will be implemented in January 2022.

District-wide and school-wide professional development is continuously provided to build teacher capacity in the areas of differentiation instruction, Multi-Tiered Support System application using RTI Stored software, implementation of iReady, and Study Island. Capit Learning, Ready Math, and LETRS are new initiatives or adoptions for the 2021-22 school year. The district is currently providing professional development on the successful implementation of the programs noted above. Administrators are monitoring the successful application of the programs through informal and formal teacher observations.

2019-2021

Limited Development
11/02/2016

The District holds principal monthly check-in meetings to review disaggregated student data. The principal, assistant principal, and the curriculum coach facilitates in-house school data team meetings. School data teams have been established and collaborate on a bi-monthly basis to review and analyze school data (NC Check-ins, iReady reading/math data, Study Island, previous EOG/EVAAS performance data). The members of the school improvement team present teacher data and school-wide researched-based strategy initiatives are explored and decided upon.

District-wide and school-wide professional development is provided to build teacher capacity in the areas of differentiation instruction, Multi-Tiered Support System application using RTI Stored software, implementation of iReady, and Study Island classroom software. Teacher observations are conducted to monitor the implementation of school improvement strategies.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>When Indicator C2.01 is fully met, our leadership team, as well as the school team, will have a working knowledge of how to review the data available to make school-wide instructional decisions that focus on raising student achievement. School-wide assessments of student's strengths are celebrated and student challenges are addressed. Professional development is embedded, implemented, and aligned to best teaching practices. Data digs are embedded within the school culture and used to promote student growth.</p> <p>The evidence for "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" are the following:</p> <ol style="list-style-type: none"> 1. Classroom observations (virtual or non-virtual) 2. Student assessment data 3. School-wide improvement plan that incorporates strategic intervention strategies. 4. Meeting agendas and minutes 5. Online professional development surveys upon the completion of the professional development session. 6. All classroom teachers will have student data notebooks. 7. Faculty meetings focus on student data. 8. Monthly principal check-in meeting agendas and minutes. 		<p>Dr. Amiee Richardson</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>13 of 15 (87%)</p>		
	<p>11/30/16 Administration will facilitate a data retreat based on existing school data for every grade level where the school team will look through the lens of the Formative Assessment Model, will assess strengths and weaknesses of the data. Each grade level will conduct a 3 to 5 minute presentation on their data and strategies that have implemented to enhance the strengths of the instruction and strategies/interventions that will address student deficits.</p>	<p>Complete 12/14/2016</p>	<p>Amiee Richardson</p>	<p>12/14/2016</p>
<p><i>Notes:</i></p>				
<p>11/30/16</p>	<p>Data Collection spreadsheet will be created to identify all teacher who has established a data wall.</p>	<p>Complete 12/20/2016</p>	<p>Edith Ayala</p>	<p>12/20/2016</p>

Notes: December 20th is the first data wall check to ensure the wall is established. Periodic checks will also take place ensure that the data walls are updated.

11/30/16	Administration will facilitate a data retreat based on existing school data for every grade level where the school team will look through the lens of the Formative Assessment Model, will assess strengths and weaknesses of the data. Each grade level will conduct a 3 to 5 minute presentation on their data and strategies that have implemented to enhance the strengths of the instruction and strategies/interventions that will address student deficits.	Complete 03/22/2017	Edith Ayala	03/22/2017
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Notes:

11/30/16	Teachers will ensure that students establish a data notebook or portfolio that is will enable students to be informed and track their data throughout the school year. Students will set goals that are aligned to assessments including: Reading 3D, Benchmarks, and EOG.	Complete 05/18/2018	Amiee Richardson	06/20/2017
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Notes:

11/22/19	Northside will increase student math proficiency by 10% or more on state and district assessments. Teachers will use a blended learning approach to accomplish this task.	Complete 09/15/2021	Mieya Petitt	06/30/2021
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Notes: Currently, the District has set up a math district-wide task force consisting of teachers and administrators. The District math adoption team is looking at various publications and their effectiveness to raise student math achievement. Teachers have incorporated into their pedagogy various interactive software tools such as GO Math, Google Classroom, iReady math, and Study Island. Interactive math instructional videos are being used to provide students with concrete examples for abstract math concepts. Teachers are also providing another layer of support for at-risk students by engaging in the District sponsored Jumpstart Academy.

11/22/19	Northside will increase student Science proficiency by 10% or more on state and district assessments. A blended learning approach will be used to complete this task.	Complete 09/15/2021	M. DeLeon	06/30/2021
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Notes: Teachers have access to various lessons and virtual labs as provided through the Study Island platform. Students are participating in the District sponsored Jumpstart Academy for at-risk students in the area of science. Teachers are also conducting virtual experiments in an effort for students to understand the scientific processes. Students are engaging in Elementary is Engineering (EIE) challenges throughout the year. Since COVID-19 has occurred, we are exploring opportunities to mail kits directly to students.

12/1/21	Northside K-8 will organize, plan, and create an afterschool program to target at risk students.	Complete 03/03/2022	Michelle Dunbar	03/02/2022
	<i>Notes:</i> Assessment data from multiple sources indicate that additional time is need to provide targeted and explicit instruction to students in small groups. Therefore, the school team is implementing the after school program.			
12/1/21	The afterschool program will begin to provide targeted Reading, Math, or Science support to students in grade 3-8 from March 2022 through May 2022.	Complete 03/30/2022	Michelle Dunbar	03/30/2022
	<i>Notes:</i>			
11/30/21	Northside will increase student math proficiency by 10% or more on state and district assessments. Teachers will utilize the blended learning approach to accomplish this task.	Complete 06/10/2022	Michelle Dunbar	06/10/2022
	<i>Notes:</i>			
11/30/21	Northside will increase student science proficiency by 10% or more on state and district assessments. Teachers will utilize the blended learning approach to accomplish this task.	Complete 06/10/2022	Monaliza DeLeon	06/10/2022
	<i>Notes:</i>			
11/22/19	Northside will increase student reading proficiency by 10% or more on state and district assessments. Teachers will utilize the blended learning approach to accomplish this task.	Complete 06/27/2022	Barbara Malloy	06/30/2022
	<i>Notes:</i> Teachers have undergone professional development on the implementation of blended learning techniques. Teachers also received professional development on how to create engaging virtual classrooms. Teachers have incorporated into their pedagogy various interactive software tools such as Google Classroom, iReady reading, and Study Island. Additional learning opportunities are available for at-risk students through the District sponsored Jumpstart Academy, where platforms such as Flocabulary are used to enhance vocabulary instruction. Although all efforts have been made to build capacity using various tools, Reading summative assessment scores are not available until this fall due to renorming of the state EOG tests. This tasks has been moved to the 2021-22 school year.			
9/26/22	The students in grades 3-5 will begin using the Paper Online Tutorial Program to provide support in school and outside of school to close learning gaps.	Complete 01/31/2023	Amiee Richardson	01/31/2023
	<i>Notes:</i>			

9/26/22	Administration will facilitate a data retreat based on existing school data for every grade level where the school team will look through the lens of the Formative Assessment Model, will assess strengths and weaknesses of the data. Each grade level will conduct a 3 to 5 minute presentation on their data and strategies that have implemented to enhance the strengths of the instruction and strategies/interventions that will address student deficits.	Complete 02/15/2023	Amiee Richardson	02/07/2023
<i>Notes:</i>				
9/26/22	Teachers will create and utilize pre and post assessment data to monitor student progress and adjust lesson plans based on student performance.		Sharon Moore	06/09/2023
<i>Notes:</i>				
9/26/22	Northside will increase student reading proficiency by 10 percentage points or more on state and district assessments. Teachers will use a blended learning approach to accomplish this task, direct teacher support from the literacy coach, and student support provided by the literacy coach.		Dr. Brenda Champion	06/09/2023
<i>Notes:</i>				
Implementation:		09/10/2018		
Evidence	9/10/2018 Data notebook and spreadsheet.			
Experience	9/10/2018 Every three weeks, we would talk about the kids progress prior to report cards coming out. This helped us increase student testing scores. We looked and compared benchmark scores as well as regular classroom assessments. We tracked behavior progress of students.			
Sustainability	9/10/2018 Teachers will continue to keep a data notebook yearly. Discussions will be held weekly to track the progress during PLC's.			

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	2022-23 Northside Elementary staff will begin and continue embedded professional development in several areas collectively and differentiated individually based on identified school and district needs. Staff will participate in the following but not limited to: <ul style="list-style-type: none"> • Science of Reading • Capit • Unpacking Standards • Understanding by Design • Classroom Management • Student Engagement • Finding Our Why • Strength Finders 	Limited Development 09/26/2022		
	<i>How it will look when fully met:</i>	This objective will be fully met when professional development is comprehensive, job-embedded, and sustained. All professional development must be aligned school improvement goals, state goal, and assessments. Professional development must allow teachers to build on previously not only emphasizing content and pedagogy, but on observable teaching practices, collaboration, and active engagement in the teaching and learning process. Frequent and routine feedback will be an integral part of this process along with follow up sessions. The latter may result in significant changes to teaching practices and an increase in positive student outcomes.	Objective Met 05/02/23	Dr. Amiee Richardson	06/14/2023
Actions					
	9/26/22	Finding Our Why Professional Development Part 1.	Complete 08/22/2022	Amiee Richardson	08/22/2022

<i>Notes:</i>				
9/26/22	Science of Reading Cohort 1 Training on Unit 4.	Complete 08/26/2022	Amiee Richardson	08/26/2022
<i>Notes:</i>				
9/26/22	Unpacking Instructional Standards Professional Development for all Northside Staff.	Complete 09/19/2022	Amiee Richardson	09/19/2022
<i>Notes:</i>				
9/26/22	Unpacking Instructional Standards Professional Development for new Northside Staff.	Complete 09/22/2022	Kimberly Scott	09/22/2022
<i>Notes:</i>				
9/26/22	Capit Phonics Training for new K-2 staff.	Complete 09/22/2022	Stephanie Brooks	09/22/2022
<i>Notes:</i>				
9/26/22	Science of Reading Cohort 1 Training on Unit 5.	Complete 09/22/2022	Amiee Richardson	09/22/2022
<i>Notes:</i>				
9/26/22	Science of Reading Cohort 1 Training on Unit 5 Part 2. Science of Reading Cohort 2 Training on Unit 1.	Complete 10/27/2022	Amiee Richardson	10/27/2022
<i>Notes:</i>				
9/26/22	Finding Our Way Professional Development Part 2.	Complete 11/28/2022	Amiee Richardson	11/28/2022
<i>Notes:</i>				
9/26/22	Understanding By Design Professional Development Part 1	Complete 01/10/2023	Dr. Brenda Champion	01/10/2023
<i>Notes:</i>				
1/23/23	LETRS Professional Development Cohort 1 and 2.	Complete 01/24/2023	Dr. Brenda Champion	01/24/2023
<i>Notes:</i>				
9/26/22	Finding Our Way Professional Development Part 3.	Complete 01/12/2023	Dr. Amiee Richardson	01/30/2023
<i>Notes:</i>				
2/22/23	iReady Reading and Math program training for new teachers.	Complete 02/16/2023	Sharon Moore	02/16/2023
<i>Notes:</i>				
2/22/23	LETRS Training Cohort 1 and 2.	Complete 02/16/2023	Dr. Champion	02/16/2023
<i>Notes:</i>				
1/23/23	Culture Professional Development Part 1.	Complete 02/21/2023	Dr. Amiee Richardson	02/21/2023

<i>Notes:</i> Professional development is schedule Ms. Nikki Spears from Culture Cre8tions.				
9/26/22	Strength Finders Professional Development Part 1.	Complete 02/27/2023	Dr. Amiee Richardson	02/27/2023
<i>Notes:</i>				
9/26/22	Understanding By Design Professional Development Part 2.	Complete 03/14/2023	Dr. Brenda Champion	03/14/2023
<i>Notes:</i>				
3/6/23	Science of Reading Training	Complete 03/16/2023	Dr. Brenda Champion	03/16/2023
<i>Notes:</i>				
9/26/22	Strength Finders Professional Development Part 2	Complete 03/27/2023	Dr. Amiee Richardson	03/27/2023
<i>Notes:</i>				
4/17/23	Paper Online Tutorial Teacher Training for 3-5 Grades Part 2. How to implement Paper into the classroom.	Complete 03/28/2023	Dr. Amiee Richardson	03/28/2023
<i>Notes:</i>				
5/2/23	LETRS Training Cohort 1 and 2.	Complete 04/14/2023	Dr. Brenda Champion	04/14/2023
<i>Notes:</i>				
1/23/23	Culture Professional Development Part 2.	Complete 04/18/2023	Dr. Amiee Richardson	04/18/2023
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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Initial Assessment:

2022-23

Northside Elementary continued with the hire in the following positions: part-time English Educator who provides English instruction to second and third grade Spanish Immersion classes, one Co-Teacher in the Kindergarten Spanish Immersion class, the special area Spanish teacher who provides Spanish instruction to all students K-5, and and EIE facilitator. This year, Northside Elementary replaced two Spanish Immersion teachers in third and fourth grade. In addition, a fifth grade Spanish Immersion position was created and a Bi-lingual teacher assistant was hired for the first grade Spanish Immersion class. Lastly, five additional international teachers were hired to fill vacancies in (one) first grade, (two) fourth grade, and(two) fifth grade.

2021-22

Northside K-8 hired staff in the following positions: part-time English Educator who provides English instruction to second and third grade Spanish Immersion classes, one Co-Teacher in the Kindergarten Spanish Immersion class, the special area Spanish teacher who provides Spanish instruction to all students K-5, and and EIE facilitator.

2020-21

Northside K-8 hired staff in the following positions: part-time English Educator who provides English instruction to second and third grade Spanish Immersion classes and an EIE facilitator. During this school year, Co-Teacher positions were removed from the Kindergarten and First grade Spanish Immersion classes. These positions were replaced with bilingual teacher assistants.

one Co-Teacher in the Kindergarten Spanish Immersion class, the special area Spanish teacher who provides Spanish instruction to all students K-5, and

Limited Development
09/28/2020

How it will look when fully met:

Actions

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	2022-23	Northside Elementary continues to implement a blended learning approach as teachers provide explicit instruction and students engage in personalize learning through iReady learning plans in reading and math; Capit phonics instruction for grades K-2;, Accelerated Reader and Star math. Students will continue interact with research based educational reading, math, and science software such as Go Formative, Kahoot, Generation Genius, Study Island, Flocabulary, Houghton Mifflin Reading Adoption, Nearpod, Newsela, and Ready Math).	Limited Development 11/15/2021		
	2020-2022	Northside K8 has implemented a blended learning approach within grades Pre K-8. Students interact with research based educational reading, math, and science software. Students will use research based educational software interchangeably daily (iReady, Studies Weekly, Go Formative, Kahoot, Generation Genius, Study Island, Flocabulary, Houghton Mifflin Reading Adoption). The school has continued upgrading classroom technology in an effort to create a more interactive learning environment and increase student growth by at least 10 percent.			

How it will look when fully met:	Full implementation of the blended learning approach will be evident when teachers and students seamlessly use technology to enhance instructional delivery, make abstract concepts more concrete, address student learning gaps, increase student proficiency on standardized assessments, and create opportunities for students to think critically and creatively.	Objective Met 05/02/23	Patricia Williamson	06/09/2023
Actions				
12/3/21	Go Formative Professional Development	Complete 12/14/2020	Michelle Dunbar	12/14/2020
<i>Notes:</i>				
12/3/21	Houghton Mifflin Hartcourt (HMH) Professional Development	Complete 08/17/2021	Amiee Richardson	08/17/2021
<i>Notes:</i>				
11/15/21	The Media Facilitator will push in daily for 30 to 45 minute blocks to ensure the implementation of iReady personalized student instructional pathways.	Complete 06/10/2022	Michelle Dunbar	06/10/2022
<i>Notes:</i> At the beginning of the school year, the master schedule was changed to incorporate instructional time where the Media Facilitator will ensure that students work with all students grade K-8 in completing their personalized learning paths.				
9/26/22	Teachers will participate in iReady training.	Complete 08/23/2022	Nicole Baker	08/23/2022
<i>Notes:</i>				
9/26/22	Teachers will participate in Capit phonics training.	Complete 09/22/2022	Shawanna Austin	09/22/2022
<i>Notes:</i>				
9/26/22	Teachers will participate in Accelerated Reader in-service training.	Complete 09/29/2022	Latarya Vick	09/30/2022
<i>Notes:</i>				
10/1/22	Students work on iReady learning paths in reading and math.	Complete 10/11/2022	Nicole Baker	10/11/2022
<i>Notes:</i> iReady usage data will be tracked and monitored by school administrators.				
10/1/22	Students use CapIt for phonics instruction.	Complete 10/11/2022	Shawanna Austin	10/11/2022

<i>Notes:</i> Usage data will be tracked and monitored by school administrators.				
10/1/22	Students will read books and take the Accelerated Reader assessments.	Complete 10/11/2022	Shawanna Austin	10/11/2022
<i>Notes:</i> Mrs. Vick will provide administration weekly updates on student progress on AR assessments. Schoolwide and classrooms will display AR points for students.				
3/20/23	Teachers and students will begin using the Progress Learning Platform where teachers can assign specific standards for extra practices and assessments in Reading and Math.	Complete 04/28/2023	Patricia Williamson	04/30/2023
<i>Notes:</i>				
3/20/23	Teachers will be utilizing Mastery Connect item banks and questions as a predicative measure to determine proficiency that is aligned to the End of Grade Test.	Complete 03/31/2023	SHARON MOORE	03/31/2923
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

2021-22 School Year

Northside K-8's hosted open house at the beginning of the school year to inform parents of instructional and classroom expectations. Teachers conduct ongoing virtual and face to face conferences to provide parental feedback on student performance. The school sends flyers notifying parents about events such as awards day, report card distribution, testing, reading, math, and science nights. Schoolwide monthly newsletters announcing the great things that are going on in the classrooms are distributed to parents monthly. School-wide monthly newsletters also provide a wealth of rich information on what students will be learning for the month.

Northside K-8 continues to use the district communication Thrillshare software to send out robocalls, texts, and live feeds to keeping parents informed regarding the latest school information. The school website is also a hub for school information to be shared with the parents and community. In addition, mass mailings occur frequently at the end of every six weeks reporting period, report cards are mailed out. Class Dojo is also utilized by teachers and parents to create a system of constant two-way communication in real time.

During the 2019-2020, and 2020-2021 school year, multiple communication devices were utilized to assure that parents are informed. The school Facebook page is updated regularly, as well as the school events marquette sign. Thrillshare software has been utilized to send out robocalls to parents to keep them connected and up to date with the latest school information. The school website has also been a hub for school information to be shared with the parents and community. School-wide monthly newsletters provide a wealth of rich information on what students will be learning for the month. In addition, mass mailings have occurred during the 2020-2021 school year due to COVID-19. The mailings consist of progress reports and report cards. Parent Portal has also served in the capacity of direct academic communication to parents regarding student progress. Class Dojo is also utilized by teachers and parents to create a system of constant two-way communication in real time.

Limited Development
10/27/2016

For the 2016-2017 school year, the plan is to create a school Twitter page, newsletter, Principal Chat session. The twitter page has been established. The monthly principal chat has started. The first edition of the school letter will go out in November. Reading/Science/Math Connections will go home each month (already implemented) School Webpage (has not been created yet).

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

School-wide communication will be ongoing utilizing multiple communication vehicles on a regular basis. Teachers are keeping parents abreast of their student's academic progress utilizing weekly communication via Class Dojo. The principal is updating all social media outlets (Facebook, Twitter, SMS Text, and Robocalls) with the latest school news as events occur. Monthly newsletters are posted on the school website for parents and community members to see the great things going on at Northside K-8 School. Parents are actively utilizing the Parent Portal online software to keep them informed of their child's academic progress.

Chinqua Taylor

06/09/2023

Actions

32 of 39 (82%)

11/2/16 Schedule monthly principal informal chat meetings with parents/stakeholders.

Complete 10/28/2016

Medicus Riddick

10/28/2016

Notes: -Principal's Chat will be held the 4th Monday of each month @ 5:15 the library.
 -Principal's meeting was held with parents on October 28, 2016. During the meeting, parents were giving information on how they can help their children study at home. Information was giving as it relates to my vision/mission and my plans for moving the school out of under achieving status. Reading and Math connections newsletters were given to parents as well as to the students to take home and use as study resources.
 Principal's Chat held on 12/19/16 @ 5:15 in the library

3/14/17	Provide student success common core guides to parents for grades Kindergarten to eighth grade which focuses on key skills students will learn in literacy and math; ideas for parents to work on at home; and topics of discussions to communicate with teachers regarding the academic progress of the students.	Complete 03/16/2017	Amiee Richardson	03/16/2017
<i>Notes:</i>				
11/8/16	Create grade level town hall meeting for third grade students and parents regarding grade level expectations for student success and strategies to increase assessment scores.	Complete 05/25/2017	Medicus Riddick	05/25/2017
<i>Notes:</i> Each grade level host a Writing Town Meeting for each grade level The purpose will be to give parents the opportunity to learn more about the impact of the EOG tests. Teachers will discuss test strategies and model strategies to help students be successful and pass the EOG!				
3/14/17	Create grade level town hall meeting for fourth grade students and parents regarding grade level expectations for student success and strategies to increase assessment scores.	Complete 05/30/2017	Medicus Riddick	05/30/2017
<i>Notes:</i>				
3/14/17	Create grade level town hall meeting for fifth grade students and parents regarding grade level expectations for student success and strategies to increase assessment scores.	Complete 05/31/2017	Medicus Riddick	05/31/2017
<i>Notes:</i>				
3/14/17	Create grade level town hall meeting for sixth grade students and parents regarding grade level expectations for student success and strategies to increase assessment scores.	Complete 06/01/2017	Medicus Riddick	06/01/2017
<i>Notes:</i>				
3/14/17	Create grade level town hall meeting for seventh grade students and parents regarding grade level expectations for student success and strategies to increase assessment scores.	Complete 06/01/2017	Medicus Riddick	06/01/2017
<i>Notes:</i>				
3/14/17	Create grade level town hall meeting for eighth grade students and parents regarding grade level expectations for student success and strategies to increase assessment scores.	Complete 06/01/2017	Medicus Riddick	06/01/2017
<i>Notes:</i>				
11/8/16	Provide parents with EOG study guides and common core standards for all cores.	Complete 05/14/2018	Medicus Riddick	06/01/2017
<i>Notes:</i> Make sure that parents are notified through connect and school newsletter of date the information will be sent home. This way, parents will be on the look out and call the school if they don't receive it.				

11/8/16	Create a monthly newsletter as an avenue for parents to receive information about what is going on at Northside K-8 School.	Complete 06/01/2017	Cecilia Aguilar	06/01/2017
	<i>Notes:</i> -Set a deadline for receiving newsletter information. Information should be about positive things that are going in the school. -Medicus Riddick- the newsletter will go out each month until May. -November issue went out after the break.			
11/22/19	Recognize Parent volunteers during regular six week award ceremonies.	Complete 11/26/2019	Ms. Petrin	11/26/2019
	<i>Notes:</i>			
12/1/20	Parent portal sign up data will be reviewed quarterly.	Complete 08/17/2020	Elton Buffaloe	08/17/2020
	<i>Notes:</i> After reviewing the data from August, there were fifty nine parents signed up for Parent Portal.			
12/1/20	Parent portal data will be reviewed quarterly.	Complete 11/24/2020	Elton Buffaloe	11/24/2020
	<i>Notes:</i> After reviewing parent portal data in November, there was a sharp increase and now we have one hundred twenty-one families signed up.			
12/1/20	Parent portal data will be reviewed quarterly.	Complete 02/26/2021	Elton Buffaloe	02/28/2021
	<i>Notes:</i>			
12/1/20	Teachers and parents will receive professional development on how to utilize Class Dojo communication software.	Complete 09/28/2021	Maria Daal	03/31/2021
	<i>Notes:</i> Class Dojo has become a staple for parent and teacher communication especially during COVID-19. However, this task was not completed during the 2020-21 school year. The team decided during the 2021-22 school year not remove this as a task.			
12/1/20	Parent portal data will be reviewed quarterly.	Complete 05/31/2021	Elton Buffaloe	05/31/2021
	<i>Notes:</i>			
11/22/19	Increase virtual parent participation in Title 1 Accountability Night, Reading night, Math night, and Science night.	Complete 06/08/2021	Sharon Moore	06/08/2021
	<i>Notes:</i> Due to Covid 19, this task will be accomplished virtually for the 2020-2021 school year. Currently the Accountability and Title I night occurred during the first virtual open house meeting. There were one hundred parents in attendance prior to the meeting being ultimately hacked virtually. We are currently in the process of planning for Science Fun Night virtually.			
10/7/20	Create a monthly newsletter as an avenue for parents to receive information about what is going on at Northside K-8 School for the 20-21 school year	Complete 06/08/2021	Meiya Pettit	06/08/2021

	<i>Notes:</i> Northside K-8 School has produced three monthly newsletters. Two of the three monthly newsletters were mailed out to the parents. The last one was posted online on the school website.			
11/22/19	Increase parental involvement and awareness through the use of parent portal. Registration for parent portal is an ongoing process. Parent portal provides an snapshot of student assignments and grades, allowing parents to be informed at all times.	Complete 06/08/2021	Elton Buffaloe	06/08/2021
	<i>Notes:</i> Parent portal is an ongoing process since families are continuously enrolling throughout the school year.			
12/3/21	District-wide Live Stream Student Science Fair viewing for parents.	Complete 12/03/2021	MonaLize DeLeon	12/03/2021
	<i>Notes:</i>			
12/3/21	Host Title I Accountability Parent Night	Complete 12/09/2021	Michelle Dunbar	12/09/2021
	<i>Notes:</i>			
12/3/21	Host Reading Night	Complete 02/24/2022	Barbara Malloy	01/13/2022
	<i>Notes:</i>			
12/3/21	Host Math Night	Complete 04/04/2022	Sharon Moore	04/04/2022
	<i>Notes:</i>			
9/26/22	Host Title I Parent Night.	Complete 09/26/2022	Amiee Richardson	09/26/2022
	<i>Notes:</i>			
9/26/22	Host Reading Night.	Complete 10/04/2022	Dr. Brenda Champion	10/04/2022
	<i>Notes:</i>			
9/26/22	Host Schoolwide Book Fair.	Complete 10/07/2022	Latarya Vick	10/07/2022
	<i>Notes:</i>			
9/26/22	Create and distribute Parent survey to determine needs and feedback on instructional and operational plans as well as programs or services parents would like to implement within the school.	Complete 10/31/2022	Amiee Richardson	10/30/2022
	<i>Notes:</i>			
12/3/21	Host Science and Math Night.	Complete 02/13/2023	Alecia Walker	02/13/2023
	<i>Notes:</i> The leadership team met and decided not to host the science night based on limited time. This task will be moved to the 2022-23 school year.			
3/6/23	Parent Involvement Survey distribution to parents based on upcoming parent workshops, retreats, and end of year celebration.	Complete 03/03/2023	Dr. Amiee Richardson	03/03/2023
	<i>Notes:</i>			

4/17/23	Parent Data Review Session I with the Principal	Complete 03/29/2023	Dr. Amiee Richardson	03/29/2023
<i>Notes:</i>				
4/17/23	Raising Confident and Competent Children Workshop for families	Complete 03/30/2023	April Williams	03/30/2023
<i>Notes:</i>				
4/17/23	Parent Data Review Session II with the Principal	Complete 04/12/2023	Dr. Amiee Richardson	04/12/2023
<i>Notes:</i>				
4/17/23	Parent Workshop and EOG Strategies		April Williams	05/17/2023
<i>Notes:</i>				
4/17/23	Parent and Community Recognition Program		Linda Hargrove	05/25/2023
<i>Notes:</i>				
9/26/22	Create and distribute Parent survey to determine needs and feedback on instructional and operational plans as well as programs or services parents would like to implement within the school.		Yulanda Hargrove	06/01/2023
<i>Notes:</i>				
9/26/22	Create and distribute Parent survey to determine needs and feedback on instructional and operational plans as well as programs or services parents would like to implement within the school.		Amiee Richardson	06/09/2023
<i>Notes:</i>				
5/2/23	Students will receive summer backpacks with literacy and math activities to work collaboratively with parents.		Dr. Amiee Richardson	06/09/2023
<i>Notes:</i>				
12/1/21	Administration will create and distribute a quarterly comprehensive newsletter highlighting instruction, recognitions, and general information to support students and families.		Dr. Amiee Richardson	06/09/2023
<i>Notes:</i> The leadership team discussed that this task will be officially established in the 2022-23 school year with one newsletter submitted by the administrator in the fall and spring incorporating classroom and grade level content and recognitions.				
11/22/19	Boost parent involvement through the establishment of PTO. The Parent Teacher Organization will provide support to the teacher through involvement in school-wide events such as festivals, fundraisers, and community activities.		Yulanda Hargrove	09/30/2023

Notes: Still due to COVID-19 restrictions, this task was not implemented. The leadership team has discussed the plan to attempt PTO implementation for the 2022-23 school year.

This original task was not completed due to COVID-19 but will continue for the 2020-2021 school year, virtually if necessary. Due to Covid-19 restrictions, active participation in person and virtually, PTO parental involvement was non-existent. The team will revisit parent participation through PTO during the next school year after receiving updated protocols based on Covid-19.

Implementation:		10/05/2018		
Evidence	9/10/2018 Newsletters, Facebook Page, Sign in Sheets.			
Experience	9/10/2018 Parents were provided newsletters and Principal Chat Sessions. These were completed monthly. Reading, science and math connections were sent out each month for things they could do at home to help students in those areas. Parent contact logs are in place.			
Sustainability	9/10/2018 We need to keep the monthly newsletter going as well as parent communication logs. We will update and continue the Facebook page. We will continue family nights such as literacy and math nights and other communication with parents.			