

## Comprehensive Progress Report

**Mission:** The mission of Greene County Tech Primary School is to provide a safe learning environment that is nurturing and challenging for all students. Students will learn to read for understanding and pleasure, write for effective communication, and use math as a problem solving tool. GCT Primary staff will work with parents and community members to support students as they grow in knowledge and character to develop the skills and behavior necessary to become responsible, productive members of society.

Our vision at Greene County Tech Primary is to have the mindset that all children can and will learn. We believe that by building caring relationships based on making a connection with each student, we can create an equitable opportunity for each student to feel valued within the school setting. Greene County Tech

**Vision:** Primary will welcome and embrace the uniqueness of all children. Furthermore, we believe that all children can achieve at high levels when expectations are in place, resources are utilized effectively, and rigorous learning opportunities within the classroom setting are presented. By placing a multi-tiered level of support in conjunction with making data driven educational decisions to identify those student's who are in need of support, we hold the belief that this plan can meet each individual student's needs within the building.

**Goals:**

All students will show growth on the Star Early Literacy Test.

All students will learn to interact socially by learning how to communicate with each other effectively. These skills will be taught through Conscience Discipline practices by our classroom teachers. The school counselor will help develop these skills through classroom guidance lessons and individualized sessions so our students have the opportunity to be effective in communicative skills. We believe for students to be successful they must first believe not only in themselves but be able to build positive relationships in the classroom. A safe environment where students feel like they are part of a class family enables students to learn more effectively.

All students will learn in a blended learning environment or through a virtual platform.

All students will show growth on the Star Math Test.

**Activity in the last 12 months**

I = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>	School Leadership and Decision Making			
<b>Effective Practice:</b>	Establish a team structure with specific duties and time for instructional planning			
	<b>ID01</b>	<b>A team structure is officially incorporated into the school governance policy.(36)</b>	<b>Implementation Status</b>	<b>Assigned To      Target Date</b>
<b>Initial Assessment:</b>		The schedule for the school year 2021-2022 has been changed so that times are built into the schedule so we can have grade level collaboration, team meetings, leadership meetings and PLC's with dates attached so these will be held with fidelity.	Limited Development 05/12/2021	

2/11

<b>Experience</b>	5/10/21 - Due to covid PLC meetings could not be held along with grade level meetings. We were trying to cover classrooms each and everyday of this school year. However, leadership meetings did occur and the second semester of this school year we were able to give teachers an hour a week to develop blended learning lessons. This enabled a lot of relief to teachers as many of them were stressing so hard about the time frame of getting this completed as well the time it took at the beginning to implement lessons into google classroom.				
<b>Sustainability</b>	8/19/2020 We will continue to meet and discuss this indicator on a monthly basis.				
<b>Core Function:</b>	School Leadership and Decision Making				
<b>Effective Practice:</b>	Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction				
<b>IE05</b>	<b>The principal participates actively with the school's teams. (56)</b>				
<b>Initial Assessment:</b>	While the principal does not attend all school team meetings she is actively a participant in the planning of what the team will be focusing on and gets updates on the progress of these meetings. Actions are divided among the leadership team and then a member of that team often conducts their own school team meeting.		<b>Implementation Status</b> Limited Development 08/19/2020	<b>Assigned To</b>	<b>Target Date</b>
	Priority Score: 3      Opportunity Score: 2		Index Score: 6		
<b>How it will look when fully met:</b>	At the end of the school year there will be agendas, minutes, and tasks completed that can be provided as evidence that both principals met on a regular basis with staff and through these meetings plans were not only made but followed through on to help provide a supportive team for staff members.		<b>Objective Met</b> 07/29/21	<b>Letha Clark</b>	<b>04/21/2022</b>
<b>Actions</b>					
	8/19/20	Mrs. Clark and Mrs. Finch will document their time spent with teams and help determine what the outcome or objective is for their role in this area.	<b>Complete 05/27/2021</b>	Letha Clark	04/21/2022
<b>Implementation:</b>	<b>Notes:</b>		07/29/2021		
<b>Evidence</b>	5/12/2021 -Agendas -Schedules				
<b>Experience</b>	5/12/2021 Being knowledgeable of meetings and the outcomes of those meetings is essential to knowing where the principal and assistant principal are needed in the building plan. This plan will be revamped and restructured due to covid changing all items the previous year. While times were made possible for collaborative work it was work that was geared to learning how to do and set up google classrooms not on objectives for teaching.				
<b>Sustainability</b>	5/12/2021 Continuing to attend and stay knowledgeable of meetings and what is going on in the building				
<b>Core Function:</b>	Curriculum, Assessment, and Instructional Planning				
<b>Effective Practice:</b>	Assess student learning frequently with standards-based assessments				
<b>IID02</b>	<b>The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>				
<b>Initial Assessment:</b>	While efforts were made to complete our standardized testing, due to the Covid 19 occurring and school being dismissed early, we did not finish our 3rd testing. We realize that our student's gain was not able to be determined at the end of the 19/20 school year and we anticipate severe regression in students due to being out of school for a prolonged period. We are scheduled to test again before the month of September this year and will have to analyze the student's testing data to determine where to actually back up to so the student's can achieve success in learning.		<b>Implementation Status</b> Limited Development 08/19/2020	<b>Assigned To</b>	<b>Target Date</b>
	Priority Score: 3      Opportunity Score: 3		Index Score: 9		

<b>How it will look when fully met:</b>	The data will be collected from three testing dates and from the first to last test we will receive a true growth chart that can be analyzed to determine needed areas of weakness in curriculum or if our strategies in teaching the curriculum might need addressing.	<b>Objective Met 05/14/21</b>	<b>Heather Smith</b>	<b>04/20/2021</b>
<b>Actions</b>				
8/19/20	Data will be collected and then given to the instructional leadership team to be thoroughly analyzed and then this information will be addressed with teachers so we can adjust and monitor our curriculum or instructional delivery to give the students the best we can give.	<b>Complete 04/21/2021</b>	Amanda Finch	05/27/2021
<b>Notes:</b>				
<b>Implementation:</b>		05/14/2021		
<b>Evidence</b>	5/13/2021 Data from the Star Assessment showing students who were tested throughout the year.			
<b>Experience</b>	5/13/2021 Star Assessments were given three times throughout the year. We also assess using DIBELS three times a year and progress monitoring multiple times throughout the year as needed.			
<b>Sustainability</b>	5/13/2021 We will continue to assess using Star and DIBELS.			
<b>IID09</b>	<b>Instructional Teams use student learning data to plan instruction.(107)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	We are monitoring our assessment data to show if our instruction is matching our test results. From this data we are planning not only instructional alignment but will progress monitor students on our renaissance test.	Limited Development 04/30/2019		
	Priority Score: 3      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	Student data will be examined by the Literacy Coach (Sherri Namors) and the Math Coach (Julie Morgan) and students will be placed into interventions based on this data. Students will be placed and moved depending on updated data throughout the year. This objective will be monitored throughout the 2020-21 school year.	<b>Objective Met 05/17/21</b>	<b>Julie Morgan</b>	<b>05/27/2021</b>
<b>Actions</b>				
5/17/21	The leadership team examined literacy and math data from Dibels and Renaissance to place students into tier 2 intensive interventions with the Reading Specialists and Interventionist.	<b>Complete 05/17/2021</b>	Amanda Finch	10/01/2020
<b>Notes:</b>				
5/17/21	The leadership team will assess attendance data to determine which students are at risk because of frequent absences.	<b>Complete 12/14/2020</b>	Heather Smith	12/12/2020
<b>Notes:</b>				
<b>Implementation:</b>		05/17/2021		
<b>Evidence</b>	5/12/2021 -Intervention groups for math and literacy -Data documents created and used to sort students -Ongoing student progress monitoring data -Star assessment data -Dibels assessment data			
<b>Experience</b>	5/12/2021 Gathering data in a timely fashion took effort on everyone's part (teachers, facilitators, interventionists, reading specialist, and any other staff members who could assist with assessing students. Reading assessments were acquired at the beginning of the year and determined what students required progress monitoring and what students would need intensive interventions. Math data was collected through Renaissance Star Testing during the month of September. Developing interventions under the new COVID restraints also left us with a challenge. We were able to properly space students and provide dividers to begin.			

<b>Sustainability</b>		5/12/2021 We constantly had to monitor data on each students to make sure students who could be removed from interventions and be successful were returned to the regular instruction and students who were show signs of struggling would have a place to begin interventions.			
<b>I</b>	<b>IID10</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Monthly SAT Team meetings focus on student data and students in need of support. These meetings assist teachers in how to assist a student in need of support and determine if students should receive additional testing to determine other areas of support that may be needed.	Limited Development 05/12/2021		
<b>How it will look when fully met:</b>		Priority Score: 3      Opportunity Score: 2      Index Score: 6		<b>Julie Morgan</b>	<b>05/27/2021</b>
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	5/12/21	Monthly SAT Team Meetings will be held to determine next steps for students in need of assistance.	<b>Complete 05/21/2021</b>	Amanda Finch	05/27/2021
	<b>Notes:</b>				
	7/29/21	Assessment data will be analyzed on every student to determine if student needs interventions and if they are required by the data results to have interventions. The leadership team will then look at all of the students data to determine who has interventions currently, who can be taken out, and who needs to be added.		Letha Clark	05/21/2022
	<b>Notes:</b> This data will be looked at at least quarterly to determine: 1. Who needs and IRI 2. Who needs interventions based on Renaissance 3. Who needs interventions per classroom. Then this information is taking from all sources so we can determine the needs of all of the above students.				
<b>Implementation:</b>			05/12/2021		
	<b>Evidence</b>	5/12/2021 SAT Team Meeting Agendas			
	<b>Experience</b>	5/12/2021 Monthly meetings occurred with the Student Assistance Team. These meetings included classroom teachers and examined multiple sources of data to provide assistance for students who were not performing at grade level.			
	<b>Sustainability</b>	5/12/2021 This process will need to continue every school year to provide proper assistance.			
<b>Core Function:</b>		Classroom Instruction			
<b>Effective Practice:</b>		Expect and monitor sound instruction in a variety of modes			
	<b>IIIA36</b>	<b>Students are comfortable with the program and its navigation.(145)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We are currently uploaded lessons in our platform so that we may implement quality instruction in case we have to go to blended learning in the 20/21 school year due to Covid 19. The teachers are creating lessons, videos, and parent sheets with instructions on what the objective should look like when students finish their assignments. The grade levels have split up the work and continued to collaborate and learn google classroom. They have zoomed with their students over the summer and will continue to keep that communication open to students and parents so that we can achieve successful student learning whether we are onsite with students or are utilizing the blended learning model.	Limited Development 08/19/2020		
		Priority Score: 3      Opportunity Score: 3      Index Score: 9			

<b>How it will look when fully met:</b>	When fully implemented the lesson plans, objectives, and assessments will be completed for the school year to not only deliver the curriculum and its objectives but also to fully assess whether students are being successful in completed assignments.	<b>Objective Met 05/17/21</b>	<b>Julie Morgan</b>	<b>04/21/2021</b>
<b>Actions</b>				
	8/19/20 Teachers will continue to learn and complete assignments in our google classroom platform that will provide students with blended learning assignments. Professional development in google classrooms and the google sites for parents will continue.	<b>Complete 05/17/2021</b>	Julie Morgan	04/20/2021
	<b>Notes:</b> This will take ongoing work and professional development to monitor success of students and teachers as well.			
<b>Implementation:</b>		05/17/2021		
<b>Evidence</b>	5/17/2021 Evidence of Google Slides, Google Classrooms, and Zoom meetings will be included in the document folder.			
<b>Experience</b>	5/17/2021 - Learning all the platforms needed to be successful was a challenge for everyone in the beginning. Once we established a template for lessons, everyone began to split the work up amongst their grade-level peers. Teachers created video lessons, Google Classrooms for each class, Google Slides with daily lesson plans, Zoom classrooms for virtual meetings and other necessary items for virtual instruction.			
<b>Sustainability</b>	5/17/2021 - Each year, if virtual is continued, teachers will need to update their Google Classrooms to match the pace of the year using materials created this year.			
<b>Core Function:</b>	Classroom Instruction			
<b>Effective Practice:</b>	Expect and monitor sound classroom management			
<b>IIIC01</b>	<b>When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	In order for students to be successful in the classroom the teacher must also be prepared in the classroom and be ready for when students have to wait on others, finish early, or not understand the work. There must be procedures in place to keep disruption of the instruction down to a minimum. This classroom management technique is often taken care of by simply planning for all possible outcomes by a teacher.	Limited Development 08/19/2020		
<b>How it will look when fully met:</b>	Classroom management will be a success by a teacher and the instructional day will go with little interruptions.	<b>Objective Met 05/13/21</b>	<b>Letha Clark</b>	<b>04/20/2021</b>
<b>Actions</b>				
	8/19/20 Discipline issues will be one way for classroom management skills to be noted if a teacher continues to have to send the same student over and over again.	<b>Complete 05/12/2021</b>	Amanda Finch	04/21/2021
	<b>Notes:</b> By determining not only which teachers are sending multiple students and the reason behind the referrals, the asst. principal and the principal can determine if the teacher might need skills for classroom mgmt. as a poor managed classroom is often why disruptions occur.			
<b>Core Function:</b>	Classroom Instruction			
<b>Effective Practice:</b>	Provide a tiered system of instructional and behavioral supports and interventions			
<b>IIID03</b>	<b>The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Reading and math interventions are provided for kindergarten and first grade. Kindergarten intervention program includes both literacy and math skills provided by paraprofessionals. First grade literacy and math interventions are provided by reading specialist, Math specialist and paraprofessionals.	Limited Development 05/13/2021		

<b>How it will look when fully met:</b>	Students are place into Literacy and Math interventions based on data collected from DIBELS, Renaissance Star testing, and other variables. To determine intervention needs, data is analyzed from students who scored below the 40 percentile and did not meet DIBELS benchmarks along with other variables. Students will be progress monitored monthly using DIBELS to measure their growth.		Sherri Namors	05/27/2021
<b>Actions</b>				
<b>Notes:</b>				
<b>IIID04</b>	<b>The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Currently, GCT Primary implements a monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. However, this is limited sharing with the other buildings since the district is spread out over a variety of campuses.	Limited Development 07/18/2019		
	Priority Score: 3      Opportunity Score: 1	Index Score: 3		
<b>How it will look when fully met:</b>	Once this indicator is met, the school will have more fluid documents that allows for a collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. This years goals will be to implement a new SAT document that is more aligned with the science of reading. Since the interventions will change from Reading Recovery to targeted intervention groups, the innervation documents will have to be updated. Evidence of meeting this indicator for this school year will be an updated SAT document in conjunction with a new targeted innervation document. Other evidence will the the team meeting agendas and notes.	<b>Objective Met</b> 05/17/21	Sherri Namors	05/22/2020
<b>Actions</b>				
8/19/20	This work will continue to be monitored during our blended lessons and our google classroom platform. We will continue to assess this data so we can fully implement our interventions with students who need extra help to be successful.	Complete 05/17/2021	Sherri Namors	05/20/2020
<b>Notes:</b>	This is an ongoing collection of data to continue to monitor those students who are in the most need for interventions and if still not successful these students will go before the SAT team to determine if current interventions are fully implemented and if so student may need further testing to determine if a learning disability could be present.			
<b>Implementation:</b>		05/17/2021		
<b>Evidence</b>	5/17/2021 Intervention data has been collected and students have made growth.			
<b>Experience</b>	5/17/2021 Data was collected on students and from this data the most severe students received interventions as needed.			
<b>Sustainability</b>	5/17/2021 Student success will continue to be monitored by collect progress monitoring data to support the students and to provide successful interventions.			
<b>Core Function:</b>	Conditions for Learning			
<b>Effective Practice:</b>	Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
<b>CL12</b>	<b>All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Classroom teachers and school personnel must be mindful of all students needs and be prepared to help them. If they are not able to meet those needs they need to reach out to get that help for them.	Limited Development 08/19/2020		
<b>How it will look when fully met:</b>	Mrs. Smith will work with teachers and staff to help them determine what services might be available to help those students who might have special needs and need extra services.	Objective Met	Heather Smith	04/20/2021
<b>Actions</b>		1 of 1 (100%)		
8/19/20	Mrs. Smith will work with Samantha Brown and other staff members to help determine services that a student may need.	Complete 05/28/2021	Heather Smith	04/21/2021
<b>Notes:</b>				
<b>Core Function:</b>	Pre-School: Early Learning			
<b>Effective Practice:</b>	Provide children quality early learning opportunities			
<b>EE03</b>	<b>Pre-K Instructional Teams design the curriculum to be aligned with the state early learning standards and align instructional plans to the curriculum.(5509)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Preschool Teachers meet monthly for Professional Learning Communities to discuss the alignment of the current curriculum to the state standards. Due to COVID, we reduced our meetings from once a week to once a month. We align each state standard to the current curriculum. After holes in the current curriculum were discovered, Preschool began examining other curriculum and how they align to the standards. Frog street will be implemented during the 2021-22 school year to address the standards.	Limited Development 05/13/2021		
<b>How it will look when fully met:</b>	Once fully met, the curriculum for Preschool will thoroughly address all the standards required for Preschool through Ecers-3, ABC, and DHS. Teachers will continue PLC's to continue adjusting the new curriculum to meet the standards. Students will be actively engaged in the new curriculum and improvement in math and literacy knowledge will be evidenced by their beginning of year kindergarten data. Evidence will be provided through agendas and Heggerty pre/post tests.		Julie Morgan	05/25/2022
<b>Actions</b>				
<b>Notes:</b>				
<b>Core Function:</b>	Student-Focused Learning			
<b>Effective Practice:</b>	Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path			
<b>BL01</b>	<b>All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Our classroom teachers have had some training this summer into google classroom and have been redesigning our curriculum to not only still match the standards that we utilize but also to create a blended learning approach. Teachers will be pulling up google classroom in the classroom to teach students how to navigate the site and also to demonstrate to the students what is expected on the site but how to access it and where to find the necessary items to do the assignment. We may not reach the approach to blended learning while still onsite 100% but we are working towards the blended learning tools to be appropriate for students who may have to be quarantined due to Covid 19 or if their classroom was quarantined or worst case scenario the whole school have to be closed. This way we will be prepared for whatever might happen due to the virus.	Limited Development 08/19/2020		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	



<b>How it will look when fully met:</b>	The teachers are loading lessons through google classroom so that if we are quarantined as a group or entire school, education of our students will continue at the effectiveness of onsite learning. This has been a huge undertaking. Our teachers have been so willing and have learned so many technological skills that it has been amazing. We are truly blessed to have a staff so willing to go 150% to provide good instruction to our students.	<b>Objective Met</b> 05/12/21	<b>Alice Mellow</b>	<b>04/20/2021</b>
<b>Actions</b>				
8/19/20	Teachers have received professional development to assure that they understand what blended learning will consist of and so they can be prepared in case school has to be let out early and teachers have collaborative all summer long to achieve these lessons.  <i>Notes:</i> Virtual days have been added to our school calendar so teachers can learn how to do more things in google and so they can keep their lessons not only aligned but held to high expectations.	<b>Complete 08/21/2020</b>	Sherri Namors	08/22/2020
8/19/20	Create lessons using technology to purposefully plan a curriculum that could easily be changed from onsite learning to a blended model.  <i>Notes:</i> Lessons will be continued and these lessons will be loaded to our platform so that students are able to learn and be more independent users of the ipads so they can be successful learners if they are sick or quarantined at home.	<b>Complete 05/27/2021</b>	Julie Morgan	04/21/2021
<b>Implementation:</b>		05/12/2021		
<b>Evidence</b>	5/12/2021 -Kindergarten - First teachers all have a Google classrooms where daily lessons have been posted for students in the case they are quarantined or the school had to pivot to virtual learning. -Virtual learners used Lincoln learning to receive daily virtual instruction from our assigned virtual teachers. -Agendas for technology training are available -Virtual Days were provided to allow teachers time to video lessons and prepare online lesson plans for blended learning.			
<b>Experience</b>	5/12/2021 Training to implement technology for grades Kindergarten and First Grade was very intense and a little challenging at the beginning. As we continued training, everyone began to grow in their knowledge of online learning. Overtime, we became proficient in providing instruction that could easily pivot from begging to the end.			
<b>Sustainability</b>	5/12/2021 Continuous PD will be needed to update staff on technological updates and changes in the learning platforms.			
<b>BL03</b>	<b>All teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction.(5528)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	GCT Primary has been working all summer and will continue working throughout the school year to develop and submit materials on our platform for students to access in case they are sick or are quarantined and this curriculum matches the onsite classroom curriculum. This will give the student the advantage of coming back to school and not being behind. If this is not accomplished a student comes to school behind and may not catch up. We are going back 4 weeks in lessons at the very least to assure that students first master the skills from the previous year so that we can build on those skills needed to have successful promotion to the next grade.	Limited Development 08/19/2020		
	Priority Score: 3      Opportunity Score: 3      Index Score: 9			
<b>How it will look when fully met:</b>	Mrs. Finch has been not only working with our virtual students on the necessary curriculum to be adjusted for virtual students but also so that virtual students will not have a disadvantage from being kept home due to sickness or quarantine.	<b>Objective Met</b> 05/12/21	<b>Amanda Finch</b>	<b>04/21/2021</b>
<b>Actions</b>				
8/19/20	Work will continue to make sure our standards are still met whether teaching on site, blended or full virtual.	<b>Complete 05/27/2021</b>	Amanda Finch	04/21/2021

<i>Notes:</i>				
<b>Implementation:</b>		05/12/2021		
<b>Evidence</b>	5/12/2021 -Agendas of training for technology and virtual instruction -Teachers online lessons demonstrating the alignment to state standards -Student work that meets state standards.			
<b>Experience</b>	5/12/2021 Online learning was a challenge for all as we began the journey. As time passed, our virtual teams became more knowledgeable and more comfortable with providing online instruction.			
<b>Sustainability</b>	5/12/2021 We will need to continue to monitor online quality of learning and how it addresses state standards.			
<b>Core Function:</b>	Student-Focused Learning			
<b>Effective Practice:</b>	Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
<b>SE02</b>	<b>All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	All teachers would implement a safe spot in the classroom for children to be able to have a place to deescalate and they will have a flip book called Emotion Regulation to refer to for coping skills techniques and de-escalation. Teachers will receive a survey from counselor to help determine what skills they are comfortable with and what skills they feel they might need according to our building model for reinforcing positive behavior.	Limited Development 05/13/2021		
<b>How it will look when fully met:</b>	Classroom observations will have to be completed to determine if the safe place is being implemented with fidelity. Students who come into the office for a discipline referral will also be asked if they have a safe place in their classroom and if the teacher has them the flipbook on Emotion Regulation.		Letha Clark	11/01/2021
<b>Actions</b>		<b>0 of 1 (0%)</b>		
5/13/21	Principals will complete classroom walk throughs or observations to collect.		Amanda Finch	05/05/2022
<i>Notes:</i>				
<b>SE04</b>	<b>All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	This building implements Conscious Discipline however during the covid year all classrooms do not have student safe spots as they could not share places. This year Guide For Life was provided by our school counselor during guidance lessons. Next year, the teachers will receive Emotional Regulation flip books that will help them develop student emotional coping skills. The teachers have student needs assessments that they receive that they receive from the counselor and from these students are identified for small group and small group guidance for 6 weeks. If services are needed after six weeks these services are referred to school based mental health. We also have student team meeting that look at highly mobile, at risk, school based mental health referrals or on watch for abuse or bullying that referrals are made from as well.	Limited Development 05/13/2021		
<b>How it will look when fully met:</b>	We will distribute surveys that identifies if teachers understand how to implement and what that should look like in their classroom and how to handle de-escalation techniques.		Letha Clark	11/01/2021
<b>Actions</b>		<b>0 of 4 (0%)</b>		
5/13/21	Student/Teacher Needs Assessment will be sent to all staff at the beginning of school to identify students in need of supports.		Heather Smith	10/12/2021

<i>Notes:</i>			
5/13/21	All classroom guidance curriculum will align with the K-2 Guide for Life.	Heather Smith	10/12/2021
<i>Notes:</i>			
5/13/21	Small group and/or individual sessions offered to teacher/parent students for six week intervals. If those students continue to need supports after six weeks, they are referred to SBMH services.	Heather Smith	05/27/2022
<i>Notes:</i>			
5/13/21	Student Needs Tracker will be developed and maintained throughout the year to identify students that are at risk, on watch for abuse, on watch for bullying, and/or referred for SBMH.	Heather Smith	05/27/2022
<i>Notes:</i>			