

Comprehensive Progress Report

Mission:

We will empower all learners to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.

Vision:

Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging the whole child to be a successful 21st century citizen.

Goals:

Every student at Loflin will be prepared for further education, work, and citizenship.

Every student has a personalized education.

Every student has excellent educators every day.

Donna Lee Loflin will have up-to-date business, technology and communication systems to serve its students, families, and staff.

Every student is healthy, safe, and responsible.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.01		The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our administrator is actively ensuring that there is a commitment to positive change through the following forms of communication: email, open door policy, presence at CASA, presentations during PD. Our administrator is proactive and models expected behaviors when he is in the classroom. He follows protocols for incident reports and treats students fairly. Our administrator uses distributive leadership. We are currently implementing several research-based practices. However, it takes time to reach fidelity.</p> <p>2018-19 School Year - New Administration</p> <p>The principal of the school is committed to modeling expectations for best instructional practices. Planning sessions and professional developments will be aligned to the instructional needs for our staff. Observation data and student data will be monitored closely to ensure support for teachers in areas needing growth.</p>	Limited Development 11/01/2016		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>		The school's vision is enacted and upheld by the administrator. She will model high expectations in the school and in the community. The day-to-day operations are smoothly managed and teachers view the leader as an effective change agent.		Lisa Hayes	06/06/2019
<i>Actions</i>			4 of 5 (80%)		
4/4/17	Elicit input from student council members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.		Complete 05/02/2017	Pam Clinard	05/03/2017
<i>Notes:</i>					
4/4/17	Elicit input from PTA members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.		Complete 05/24/2017	Danielle Hunter	05/31/2017
<i>Notes:</i>					

4/4/17	Elicit input from staff members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.	Complete 09/06/2017	Lisa Hayes	09/06/2017
<i>Notes:</i>				
2/27/17	The Leadership Team will rewrite the school's mission and vision to capture the desired culture. The vision will be posted throughout the building and incorporated into student-friendly slogans to inspire students and families with the culture and value of the school.	Complete 10/03/2017	Pam Clinard	12/06/2017
<i>Notes:</i>				
9/20/18	The principal will collect data from classroom observations and student assessments to determine areas of need for support and student growth. Professional developments will be conducted monthly that align to data.		Lisa Hayes	05/05/2019
<i>Notes:</i>				
Implementation:		09/04/2018		
Evidence	1/30/2018			
Experience	1/30/2018			
Sustainability	1/30/2018			
A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Our Leadership Team meets to discuss data and some professional development needs. We are completing limited peer observations. Some teachers reflect and make changes based on principal's observations.	Limited Development 11/01/2016		
	Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	Teachers will reflect on observation feedback and seek input from others. A culture of professional growth will permeate the building where all teachers seek out coaching feedback and exude a growth mindset by continuously desiring to learn and grow.	Objective Met 05/01/18	Summer Forcini	05/30/2018
Actions				
2/27/17	All teachers will conduct peer observations in at least one classroom of their choosing. Teachers will provide feedback for the room observed and have a grade-level conversation with teachers on what was learned from the process.	Complete 05/01/2018	Danielle Hunter	05/17/2018

Notes: This will be the first step for shifting the culture to a coaching mindset and opening up classrooms for future visits. Next steps could be to incorporate a lesson study model.

Implementation:

05/01/2018

Evidence

5/1/2018

Experience

5/1/2018

Sustainability

5/1/2018

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Loflin provides whole staff Positive Behavioral Interventions and Supports (PBIS) professional development. Classroom teachers provide intense focus during the first week of school. We are currently assisting our new staff in the implementation of the program through ongoing professional development throughout the school year.</p> <p>2018-19 School Year: Administration will evaluate PBIS strategies during walk-throughs to assess the program effectiveness and it's impact on classroom management and student engagement.</p>	Limited Development 09/05/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All teachers will utilize PBIS strategies and reinforce classroom rules and procedures effectively. Walk-through data will show that PBIS strategies create a well managed environment that is conducive to student learning. PBIS will allow teachers to create a safe learning environment where students are encouraged to take risks and contribute to the learning process.		Lisa Hayes	06/07/2019
Actions			4 of 5 (80%)		
	9/19/17	We will ensure that all classroom teachers are implementing classroom meetings at least once a month.	Complete 11/28/2017	Donna Cabiness	12/07/2017
		<i>Notes:</i>			
	9/19/17	Students with two or more office referrals will be provided with a tier two behavior intervention.	Complete 01/16/2018	Kristen Faircloth	01/17/2018
		<i>Notes:</i>			
	10/17/17	We will provide whole staff PBIS professional development at least four times a year at our faculty meetings.	Complete 05/01/2018	Natalie Grady	05/02/2018
		<i>Notes:</i>			
	9/19/17	We will reduce office discipline referrals by 25% this school year by modeling and enforcing appropriate, culturally relevant classroom management in collaboration with administration.	Complete 06/05/2018	Jordi Roman	06/08/2018
		<i>Notes:</i>			
	9/10/18	Administration will conduct classroom walkthroughs with a focus on Positive Behavioral Interventions and Support (PBIS) "look fors" to evaluate effectiveness of the program.		Lisa Hayes	06/07/2019

Notes:

Implementation:		06/05/2018		
Evidence	6/5/2018 Spreadsheets will be uploaded.			
Experience	6/5/2018 We worked as a team and participated in PBIS and other behavior professional development. We also implemented a school wide initiative called "Stop and Think".			
Sustainability	6/5/2018 We will continue to teach expectations and have a plan in place for restorative justice next school year.			

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
Initial Assessment:		2018-2019: We currently have a district pacing guide for all subject areas. We have mapped out units for the year in ELA with our instructional team. Some grade levels have partially mapped out units for math. The staff will meet every 15 days (by grade level) for planning sessions that will create an outline of instruction for the next 15 days. These outlines of instruction will then be completed and fine tuned in the common planning sessions each Tuesday and Wednesday. The Assistant Principal of Instruction will assist at these planning sessions as needed to provide feedback and data interpretation.	Limited Development 10/25/2016		
How it will look when fully met:		Each grade will have units of instruction for mathematics, ELA, science, and social studies. The units will include assessments, rubrics, and exemplars of quality student work. The units will be built on research-based best practices and utilize vetted resources that have proven to increase student achievement. When fully met, this objective will be exemplified through well-planned lessons aligned to objectives, instruction with differentiation, and data that shows students growth and mastery of objectives.		Lisa Hayes	05/31/2019
Actions			4 of 7 (57%)		
	2/27/17	Most grade levels will implement at least two units from EngageNY or Massachusetts in English Language Arts this year to determine the effectiveness of these units and the impact on student learning.	Complete 06/06/2017	Lisa Hayes	06/07/2017

	<i>Notes:</i> This will be the pilot phase for ELA units to determine the direction for whether to proceed with these units next year or to modify the units based on our students or to create our own.			
8/16/17	We will utilize EngageNY Units for all grade levels in ELA and Math while considering best instructional practices that engage diverse learners.	Complete 11/01/2017	Lisa Hayes	11/01/2017
	<i>Notes:</i> Data to collect: -units paced out on Google Drive -Lesson Plans -Walk-through data			
2/27/17	Analyze the data from the unit assessments and End-of-Year data to determine effectiveness of using the vetted English Language Arts resources.	Complete 11/30/2017	Lisa Hayes	11/30/2017
	<i>Notes:</i> Use the data to determine the next task for ELA.			
8/16/17	Grades K-5 will develop and administer common formative assessments for "power standards" to drive and differentiate instruction.	Complete 01/30/2018	Lisa Hayes	02/05/2018
	<i>Notes:</i>			
9/10/18	5th-Grade Science will begin to implement a curriculum with a focus on unit topics and vocabulary. Teachers will utilize interactive notebooks as a tool for students to reference in order to be successful in the 2018-2019 school year and beyond.		Chris Burian	03/31/2019
	<i>Notes:</i>			
9/10/18	Grade-level planning sessions every 15 days to create unit outlines for the following 15 days of instruction.		Chris Burian	05/31/2019
	<i>Notes:</i>			
9/10/18	Grade-level planning sessions twice a week (Tuesdays and Wednesdays) that will create more in-depth lesson plans from the outlines created on 15-day planning periods.		Chris Burian	05/31/2019
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		When focusing on Targeted Support and Improvement of Schools (TSI) and Consistency Under performing (CU), Donna Lee Loflin's administration has developed a way to utilize state data, as well as local benchmark data to measure the proficiency of specific subgroups. The subgroups that the school will monitor are students with disabilities, black, and two or more races. The subgroups will be cross-referenced with the ready data from last school year (2017-2018) to determine growth in proficiency, as well as current growth for the current school year based on EVAAS projections in ELA and math. Data sheets that were already being used by Donna Lee Loflin were modified to determine growth and support that may be needed in these subgroups.	Limited Development 01/23/2019		
<i>How it will look when fully met:</i>		Subgroups mentioned above will be monitored through the school year after each round of district benchmarks and North Carolina Check Ins. Adjustments to core instruction, as well as student placement in intervention times during the day will be modified and adjusted as needed for maximum student success. Benchmark and Check In data will also be cross-referenced with mClass and common assessment data to determine the specific interventions needed for students in these subgroups. Growth in proficiency in the ready data for the 2018-2019 school year will determine if the measures taken were a success.		Chris Burian	04/15/2019
<i>Actions</i>			0 of 4 (0%)		
	1/23/19	Teachers will use PAW Intervention time (30 mins/day) to provide students with academic and behavioral interventions. This data will be tracked and utilized for MTSS purposes and small group plans.		Chris Burian	03/31/2019
<i>Notes:</i>					
	1/23/19	After teachers give common assessments, they will log their data into the Loflin common assessment forms the same day, which administration can access. These forms will be used in planning sessions to determine next steps with students and instruction.		Chris Burian	04/15/2019
<i>Notes:</i>					

1/23/19	Lesson plans will be created with small group instruction in mind. Students will have access to core instruction with scaffolding based on individual needs. Universal screeners and diagnostics will be used to group students and differentiate instruction.		Chris Burian	04/15/2019
<i>Notes:</i>				
1/30/19	Subgroups mentioned above will be monitored through the school year after each round of district benchmarks and North Carolina Check Ins. Adjustments to core instruction, as well as student placement in intervention times during the day will be modified and adjusted as needed for maximum student success. Benchmark and Check In data will also be cross-referenced with mClass and common assessment data to determine the specific interventions needed for students in these subgroups.		Chris Burian	04/15/2019
<i>Notes:</i>				

	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	When focusing on Targeted Support and Improvement of Schools (TSI) and Additional Targeted Support (AT), Donna Lee Loflin's administration has developed a way to utilize state data, as well as local benchmark data to measure the proficiency of specific subgroups. The subgroups that the school will monitor are students with disabilities and black. The subgroups will be cross-referenced with the ready data from last school year (2017-2018) to determine growth in proficiency, as well as current growth for the current school year based on EVAAS projections in ELA and math. Data sheets that were already being used by Donna Lee Loflin were modified to determine growth and support that may be needed in these subgroups.	Limited Development 01/23/2019			
<i>How it will look when fully met:</i>	Subgroups mentioned above will be monitored through the school year after each round of district benchmarks and North Carolina Check Ins. Adjustments to core instruction, as well as student placement in intervention times during the day will be modified and adjusted as needed for maximum student success. Benchmark and Check In data will also be cross-referenced with mClass and common assessment data to determine the specific interventions needed for students in these subgroups. Growth in proficiency in the ready data for the 2018-2019 school year will determine if the measures taken were a success.		Chris Burian	04/15/2019	
Actions		0 of 4 (0%)			
1/23/19	Teachers will use PAW Intervention time (30 mins/day) to provide students with academic and behavioral interventions. This data will be tracked and utilized for MTSS purposes and small group plans.		Chris Burian	03/31/2019	
<i>Notes:</i>					
1/23/19	After teachers give common assessments, they will log their data into the Loflin common assessment forms the same day, which administration can access. These forms will be used in planning sessions to determine next steps with students and instruction.		Chris Burian	04/15/2019	
<i>Notes:</i>					
1/23/19	Lesson plans will be created with small group instruction in mind. Students will have access to core instruction with scaffolding based on individual needs. Universal screeners and diagnostics will be used to group students and differentiate instruction.		Chris Burian	04/15/2019	
<i>Notes:</i>					

1/30/19

Subgroups mentioned above will be monitored through the school year after each round of district benchmarks and North Carolina Check Ins. Adjustments to core instruction, as well as student placement in intervention times during the day will be modified and adjusted as needed for maximum student success. Benchmark and Check In data will also be cross-referenced with mClass and common assessment data to determine the specific interventions needed for students in these subgroups.

Chris Burian

04/15/2019

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school schedule allows for common CASA (Collaboration Around Student Achievement) times for the grade level teams to meet with the administrators to discuss instructional practices, as well as next steps due to data results and trends. If students are not making growth, or common assessment results are not where they should be, new instructional practices are put into place, and steps are taken to acquire different results. If these new practices that differentiate core instruction are not successful with students, students will be referred to the school's MTSS team for a more intense intervention. In order for this to be successful, student data must be entered into common assessment forms immediately after testing, so that actions can happen the next day to work toward student mastery.	Limited Development 10/25/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented, teachers will have specific data on their students that dictates why instruction in their class is differentiated, and unfolding the way it is. The teachers will have data that stems from common assessment, universal screeners, and diagnostics that will reflect instructional decisions of grade - level core. Every student will have data that determines reading level, and diagnostics (if needed) based on skill deficits. Students will also be logged school-wide on common assessment forms with every common assessment that is aligned to objectives.		Donna Cabiness	06/05/2019
<i>Actions</i>			2 of 5 (40%)		
	2/27/17	Teachers will write Core Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan.	Complete 06/06/2017	Summer Lee	06/07/2017
<i>Notes:</i> Core Success Plans with progress monitoring data will be documentation.					
	10/3/17	Teachers will write Small Group Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan.	Complete 06/05/2018	Lisa Hayes	06/05/2018

<i>Notes:</i>				
9/11/18	Teachers will use PAW Intervention time (30 mins/day) to provide students with academic and behavioral interventions. This data will be tracked and utilized for MTSS purposes and small group plans.		Donna Cabiness	03/31/2019
<i>Notes:</i>				
9/10/18	After teachers give common assessments, they will log their data into the Loflin common assessment forms the same day, which administration can access. These forms will be used in planning sessions to determine next steps with students and instruction.		Chris Burian	04/15/2019
<i>Notes:</i>				
9/10/18	Lesson plans will be created with small group instruction in mind. Students will have access to core instruction with scaffolding based on individual needs. Universal screeners and diagnostics will be used to group students and differentiate instruction.		Chris Burian	04/15/2019
<i>Notes:</i>				
Implementation:		06/05/2018		
Evidence	6/5/2018 Agenda/plans will be uploaded.			
Experience	6/5/2018 After further training by our IF, the expectations were much easier to understand.			
Sustainability	6/5/2018 We will continue to write small group plans next year, and write some individual plans as well.			

	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:			Teachers currently receive bullying intervention training and Positive Behavioral Interventions and Supports (PBIS) training. The PBIS committee also discusses students with office referrals in order to assist teachers with necessary interventions. Teachers are attentive to students' emotional needs and seek assistance when needed.	Limited Development 10/25/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Teachers at Donna Lee Loflin (DLL) will learn to help students to manage their own emotional state because our teachers understand that emotional development is critical to social relationships and learning as well as being a predictor of later academic and social success in school. All teachers at DLL help students learn to identify and understand their emotions and can teach students strategies for successfully managing their own emotions.	Objective Met 04/17/18	Jessica Marks	11/15/2018
Actions						
	2/27/17	Teachers will be trained on knowing how to help students deal with emotions in productive ways.		Complete 09/05/2017	Donna Cabiness	09/15/2017
<i>Notes:</i>						
	9/19/17	Teachers will utilize the student reflection sheets as needed in order to help students process their own feelings and behavior choices.		Complete 11/29/2017	Donna Cabiness	11/29/2017
<i>Notes:</i>						
	10/17/17	Teachers will have access the Donna Lee Loflin (DLL) Google Team Drive in order to utilize suggested behavioral and emotional interventions and supports.		Complete 04/17/2018	Natalie Grady	05/02/2018
<i>Notes:</i>						
	9/10/18	All staff will teach and model the "Stop and Think" strategy with students. "Stop and Think" will allow students time to think about decisions they are making and how it will impact their learning environment.		Complete 11/08/2018	Jessica Marks	11/15/2018
<i>Notes:</i>						
Implementation:				04/17/2018		
Evidence			4/17/2018			
Experience			4/17/2018			

<i>Sustainability</i>		4/17/2018			
	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Donna Lee Loflin is entering year two of the After-School Academic Program. Initial meetings with administration and after-school staff occurred to create academic goals for the program.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		We will strengthen the After-School Academic Program by creating clear communication and collaboration among the after-school staff and classroom teachers. This will ultimately help to identify the needs of students that are enrolled in the program. The program will be centered around academic interventions and acceleration for students providing more one-on-one instruction and support. Data collection on the group of students enrolled with the program will aid in monitoring growth and performance.		Meghan Joyce	05/31/2019
<i>Actions</i>			0 of 1 (0%)		
	9/10/18	Teachers will collaborate with After-School Program staff via a Google Spreadsheet to address individual student needs. This will create a focus for student interventions in the after-school program.		Meghan Joyce	05/31/2019
<i>Notes:</i>					

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade-level teams and all instructional support staff will meet monthly for vertical planning. At these sessions, the staff will discuss how ELA and Math objectives build upon one another throughout grades K-5. This knowledge will be used to plan for the implementation of standards, not only to build mastery of the standards now, but to prepare students for future grades. These sessions will also be used for professional development opportunities to model ELA lessons that will encapsulate many objectives at a time into mini-lessons that will align with Independent Sustained Reading time and guided reading.	Limited Development 10/03/2017		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			Teachers will have a greater understanding of the objectives they teach from an unpacking perspective in addition to a knowledge of standards below and above the grade they teach. This will be met with teaching mastered lessons that incorporate rigor and higher order thinking through the lens of literacy. Lesson plans, observations, and walk-through data will reflect a deep understanding of the progression of standards in each grade level.		Chris Burian	04/15/2019
Actions				2 of 3 (67%)		
	10/17/17	Our grade level teams will participate in vertical planning at least two times a year so that teachers can effectively transition students from grade level to grade level.	<i>Notes:</i>	Complete 05/01/2018	Ashley Smith	05/10/2018
	10/3/17	Students will visit students in the grade level below and answer any questions about what to expect in the next grade level.	<i>Notes:</i>	Complete 06/01/2018	Meghan Joyce	06/06/2018
	9/10/18	Staff will participate in vertical planning professional development once a month with agendas that support objective alignment through grade levels and model lessons with rigor and higher order thinking practices.	<i>Notes:</i>		Chris Burian	04/15/2019
Implementation:				06/05/2018		
Evidence			6/5/2018 Dates will be uploaded.			

Experience	6/5/2018 Every class had 2 visiting students from the next grade came to answer questions during guidance class.			
Sustainability	6/5/2018 We will do this process again next year.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
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Initial Assessment:			The master schedule allows for teachers to have a common planning time to create an instructional outline for three weeks of school at a time. After this initial outline is planned, teachers will have collaborative planning times every Tuesday and Wednesday to finalize lesson plans and differentiation for their students. During CASA (Collaboration Around Student Achievement) each Thursday, lesson plans, differentiation strategies, and core instruction will be discussed and developed. Data will also be used to dictate the above topics. Teachers, administration, and Instructional Facilitator will participate in these CASA sessions.	Limited Development 11/01/2016		
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			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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How it will look when fully met:			The structures of these planning sessions will be utilized to keep strong communication between teachers and administration on the academic progress of our students. These standards-based sessions will allow for in depth planning of the core which will be reflected through school-wide core success plans. Evidence of content mastery will be observable through walk-throughs, evaluations, and student data.	Objective Met 05/01/18	Lisa Hayes	10/31/2018
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Actions						
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	2/27/17		The teams in each of the three structures; instruction and instructional methods, whole school improvement planning and family community connections will provide agendas and other relevant documents reflecting evidence of progress.	Complete 04/17/2018	Kathy Robbins	04/26/2018
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Notes:						
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	9/10/18		Create a structured schedule that allows for the successful common planning time of teachers and administration for student success.	Complete 10/24/2018	Lisa Hayes	10/31/2018
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Notes:

Implementation:		05/01/2018		
<i>Evidence</i>	5/1/2018			
<i>Experience</i>	5/1/2018			
<i>Sustainability</i>	5/1/2018			

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>		Teachers will be able to access school wide instructional practices data trends logged in the CASA (Collaboration Around Student Achievement) room. Teachers will receive weekly comments on lesson plans from administration that will guide them to continue a more rigorous style of instruction. Teachers will receive weekly walk throughs that will focus on high yield practices, as well as district instructional framework "look fors".	Limited Development 11/01/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When implemented, the instruction in the building will be fully data driven, as well as differentiated based on walk-through trends, administrative feedback on lesson plans and personal reflection. This will be evident not only in the lesson plans but the implementation of instruction.		Sarah Ondek	03/15/2019
Actions			4 of 6 (67%)		
	11/28/16	Actively participate in weekly, grade-level CASA meetings.	Complete 01/11/2017	Jaime Noack	01/11/2017

<i>Notes:</i> CASA agendas and minutes				
11/28/16	Mr. Roman and Assistant Principal will provide feedback on formal observations within 10 days.	Complete 01/11/2017	Donna Cabiness	01/11/2017
<i>Notes:</i> Record of observations and post-observation conferences				
11/28/16	Mr. Roman (principal) and the Assistant Principal will provide verbal and/or written feedback on classroom walk-throughs within 72 hours. Each teacher will have a minimum of one walk-through per month.	Complete 05/01/2018	Donna Cabiness	05/10/2018
<i>Notes:</i> Copy of completed walk-through tool and data from walk-throughs.				
9/11/18	Teachers' lesson plans will reflect data-driven instruction and common assessment forms will be completed immediately to allow for differentiation of instruction to impact student achievement.	Complete 12/11/2018	Chris Burian	12/15/2018
<i>Notes:</i>				
9/10/18	Staff will be provided with weekly comments and feedback on lesson plans to guide instruction, as well as provide instructional reflection for teachers.		Chris Burian	03/15/2019
<i>Notes:</i>				
9/10/18	Staff will receive weekly walk-throughs from administration with feedback to help guide instruction for future lessons.		Lisa Hayes	03/15/2019
<i>Notes:</i>				
Implementation:		05/01/2018		
Evidence	5/1/2018			
Experience	5/1/2018			
Sustainability	5/1/2018			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Weekly walk-throughs will be conducted by school administration. On these walk-through, administration will be looking for Marzano high-yield practices. These practices will be logged and tracked in the CASA (Collaboration Around Student Achievement) location. These best practices will be referenced and discussed during CASAs. The results of the best practices (over and under utilized) will then be used to dictate professional development.	Limited Development 11/01/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is fully met, the staff will be able to reference the school's walk-through data, develop professional development from results, adapt instruction based on the strengths and areas of need, and continue to implement best instructional practices.		Lisa Hayes	04/30/2019
<i>Actions</i>			3 of 4 (75%)		
	2/27/17	The Leadership Team will create a walk-through tool for gathering classroom data so that patterns of professional practice can be analyzed in order to determine needs for professional development.	Complete 05/23/2017	Jordi Roman	05/24/2017
<i>Notes:</i>					
	2/27/17	Teachers will complete a professional development needs survey. The Leadership Team will analyze results of the survey and compare the requested needs to see if the student and classroom observation data as well as other data sources (office referral data, PBIS data, etc.) supports the requested needs.	Complete 03/20/2018	Christopher Golden	03/20/2018
<i>Notes:</i> Add an action step before completed. Survey development will be looked at and developed by March.					
	10/17/17	The Leadership Team will analyze classroom observation data and the needs survey to make improvements and plan for professional development.	Complete 03/20/2018	Danielle Hunter	04/11/2018
<i>Notes:</i>					
	9/10/18	Walk-throughs will be conducted weekly based on Marzano high-yield practices. These practices will be gathered via OneNote, sent to the teacher and the administration, and logged in the collaborative planning location.		Chris Burian	04/30/2019

Notes:

Implementation:		03/20/2018		
<i>Evidence</i>	3/20/2018			
<i>Experience</i>	3/20/2018			
<i>Sustainability</i>	3/20/2018			

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The LEA has a set evaluation process. The LEA visits local colleges and universities during job fairs to recruit new staff.	Limited Development 11/01/2016		
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	Priority Score: 2	Opportunity Score: 1	Index Score: 2	
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How it will look when fully met:	The LEA will have procedures in place to recruit high-quality teachers to all schools by ensuring that the neediest schools receive the most qualified applicants. The LEA will provide the necessary resources and professional development opportunities for new teachers by having a quality BT (Beginning Teacher) program that is sustained, provides instructional support and spirals PD from year-to-year. The school will have full utilization of the state's evaluation model and provide all teachers with quality feedback in a timely manner. Teachers will have multiple opportunities for rewards and/or incentives for working in the district.		Lisa Hayes	06/28/2019
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Actions 1 of 2 (50%)

2/27/17	The district will begin a Teacher Fair to recruit high-quality teachers. Our school will be present and ready to interview stand out teachers on the spot.	Complete 03/07/2017	Jordi Roman	03/15/2017
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Notes: Copy of names of teachers that visited each booth and expressed interest in Loflin will be an artifact.

9/10/18	The principal of Donna Lee Loflin will establish a team of teachers to interview potential candidates.		Lisa Hayes	06/07/2019
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Notes:

Implementation:				
Evidence	3/7/2017 Please see attachments that list names of possible candidates interviewed at this event.			
Experience	3/7/2017 The district advertised the job fair on social media, staff members shared with colleagues, and it was on the Asheboro City Schools website. The job fair was well organized. The district provided a very welcoming environment.			
Sustainability	3/7/2017 The district will hold this event annually.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently send home weekly parent newsletters by grade level with academic tips as well as hosting Academic Family Teacher Team curriculum nights. Our goal is to increase parent involvement with these curriculum nights. However, we would like to provide more information to educate parents about how to help their children at home.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>Parents will know the expectations for students to reach mastery of standards. They will know what level their children are currently performing and the strategies to use with them at home. Parents will have opportunities to practice these strategies and will be able to track progress of their children at home. At least 80% of our parents will attend the AFTT (Karen Mapp training nights).</p> <p>Students will conduct student-led conferences during AFTT nights in order to engage parents in their child's learning process. The goal is to increase parent participation with curriculum nights while allowing students to be involved with the process.</p>		Summer Forcini	04/12/2019
Actions			3 of 4 (75%)		
11/28/16	2. School staff will offer technology support in both English and Spanish during family engagement nights (AFTT) to help parents navigate apps that support student achievement and align with the North Carolina Standard Course of Study.		Complete 05/02/2017	Natalie Grady	05/03/2017
<i>Notes:</i> Apps/Websites?Resources Teachers use Each grade level will suggest two and they will be added to the school website. Anthony Woodyard for support					
10/17/17	3. All grade levels will send home weekly newsletters with academic tips, calendar updates, "I can statement" and overarching goals in English and in Spanish.		Complete 11/08/2017	Crystal Ray	11/08/2017

<i>Notes:</i>				
11/28/16	<p>1. All school staff will implement Karen Mapps model of linking family engagement to learning by having three classroom Academic Family Teacher Team (AFTT) meetings. 80% parent/guardian participation is the goal.</p> <p>2016-2017 K-2 AFTT Meeting Dates: 10-27-16 1-26-17 3-30-17</p> <p>2016-2017 3-5 AFTT Meeting Dates: 11-3-16 2-2-17 4-6-17</p> <p>2017-2018 AFTT nights (All grade levels) Nov. 7th Feb. 6th April 17th</p>	Complete 04/17/2018	Meghan Joyce	05/02/2018
<p><i>Notes:</i> Log parent/guardian attendance We've discussed with PTA and will implement their ideas regarding family engagement nights. Brainstorm incentives for attendance and child care for these nights. Plan menus for serving dinner for those who attend.</p>				
9/10/18	Increase parent involvement in AFTT curriculum nights by involving students with the process. Students will conduct student-led conferences with their parents to involve them with the learning process.		Summer Forcini	04/12/2019
<i>Notes:</i>				
Implementation:		04/17/2018		
Evidence	4/17/2018			
Experience	4/17/2018			
Sustainability	4/17/2018			