

## Comprehensive Progress Report

**Mission:**

Pisgah Forest Elementary will work together with parents and community to meet the needs of all students, empowering them to become respectful and productive in society.

Prepare productive citizens

**Vision:**

For lifelong

Educational

Success

**Goals:**

Provide a high quality educational environment that is safe and fosters growth in each child. (A.1.07, A.4.01, A.4.06)

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them

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.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	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
--	-----	-------	--	-----------------------	-------------	-------------

<p><b>Initial Assessment:</b></p>	<p>10/11/22 PFE currently uses a TRAIL behavior matrix with behavioral expectations for core behavior and for common areas. TRAIL stands for Together, Responsible, Attitude, Integrity, and Leader. Teachers were asked to teach the schoolwide expectations for common areas and classrooms during the first two weeks of this school year. Class Dojo is used school wide to reward positive behaviors as well as redirect and encourage students to make good choices.</p> <p>The PFE handbook <i>The Ranger's Survival to Navigating the 2022-23 School Year</i> contains a document that defines major and minor behaviors as a reference for staff.</p> <p>An office referral form is available for teachers to fill out behaviors that require administration attention.</p> <p>All PFE specialist teachers, (art, music, PE, and media), have common TRAIL matrixes for specialist posted in each class.</p> <p>PFE form for teachers to provide observational insights from informal classroom observations.</p>	<p>Limited Development 09/26/2022</p>		
<p><b>How it will look when fully met:</b></p>	<p>Professional development will be provided to all untrained staff on Restorative Practices, and a refresher for current staff members who have already had initial Restorative Practice training. PFE staff will use Restorative Practices to mitigate classroom behaviors that impeded have previously impeded core instructional learning in the classroom.</p> <p>Core TRAIL matrixes will be posted in all common areas for easy visibility. The core matrixes include common language and expectations for all students on all grade levels.</p> <p>During classroom observations, administration looks for:</p> <ul style="list-style-type: none"> <li>-Classroom Rules, I Can Statements, to be posted</li> <li>-Following the master schedule</li> </ul>		<p><b>Ben Alexander</b></p>	<p><b>06/30/2024</b></p>
<p><b>Actions</b></p>		<p><b>1 of 5 (20%)</b></p>		
<p>10/12/22</p>	<p>Print matrixes for common areas (hallway, cafeteria, specials, bus, etc.)</p>	<p>Complete 09/08/2023</p>	<p>Paige Capps</p>	<p>12/20/2023</p>
<p>Notes:</p>				

10/11/22	Classroom and schoolwide behaviors will be tracked by comparing office referrals submitted to the office at the beginning of the year, the middle of the year, and the end of the year.		Ben Alexander	06/30/2024
<i>Notes:</i>				
10/30/23	Teachers who need to improve classroom management will receive regular one-on-one collaboration sessions and coaching.		Breana Murfin	06/30/2024
<i>Notes:</i>				
10/30/23	Informal and formal observation data will be used to determine growth and next steps for staff.		Amanda Lewis	06/30/2024
<i>Notes:</i>				
10/11/22	Train all staff members on Restorative Practices, and give a refresher to staff who have previously had the training.		Ben Alexander	06/30/2025
<i>Notes:</i> Due to LETRS training, no additional PD is being offered for the 2023-2024 school year.				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
----------------------------	---

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>10/11/22 PFE follows the pacing guides provided for ELA and math curriculum and content. CKLA is new to the district, all classroom teachers are following the framework for CKLA reading instruction. Teachers use the EnVision for math adopted by the district. Screeners are used to track both reading and math progress throughout the year.</p> <p>PFE teachers turn in weekly lesson plans every Monday. Lesson plans include learning targets ("I can statements" or essential questions) and standards being taught. Teachers have learning targets posted in their classrooms as part of instructional practices.</p> <p>CKLA and enVision curriculums are standards-aligned and followed to fidelity. We are beginning once monthly PLCs for curriculum planning to ensure common assessments among grade levels, common language, and consistent classroom routines.</p>	Limited Development 09/10/2018		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	

**How it will look  
when fully met:**

**10/30/2023 Update**

All student subgroups from the 2022-2023 EOG scores met growth. Students with disabilities scored an F, Hispanic students scored a D, and Economically Disadvantaged scored a C. PFE will focus on the growth of the subgroups students with disabilities and Hispanic students for the 2023-2024 school year.

**10/11/2022** PFE will strengthen core instruction with each subgroup showing growth. Subgroups will also show an increased percentage of proficiency in each subgroup. Teachers are using CKLA and EnVision to fidelity as written in the NCSCoS.

The Instructional Coach meets with with each grade level and teaching support staff. PLCs will provide teachers the opportunities to look closely at data by whole grade level , each class and individual students. PFE will strengthen it's core through the use of provided curricular supports and resources provided by the district. Teachers include their learning targets in their weekly lesson plans. Learning targets will align with state grade level learning objectives. This objective will be monitored and assessed through turned in weekly lesson plans.

The data will provide teachers with information about which teaching strategies best work for core instruction.

**Breana Murfin**

**06/04/2024**

<b>Actions</b>		<b>0 of 4 (0%)</b>		
2/27/23	As we develop the master schedule, we will look at how specialists (ML, AIG, EC) could be part of instructional teams and planning opportunities.		Amanda Lewis	06/08/2024
<i>Notes:</i> For the 2023-2024 school year, administration looked at how to best include these specialists in day-to-day instruction, while ensuring that all students receive the maximum amount of core instruction possible along with additional services. Math intervention block was built into the master schedule. Math and reading tutors were added to staffing due to additional funding.				
10/11/22	Administration will monitor this objective by doing informal observations and providing feedback to the teachers. Teachers will be provided the feedback form with positive and constructive feedback to improve instruction.		Amanda Lewis	06/30/2024
<i>Notes:</i>				
10/12/22	PLCs will be utilized to analyze data, determine interventions and enrichment for students, and to discuss ways to strengthen the core.		Breana Murfin	06/30/2024
<i>Notes:</i>				
10/30/23	Increase achievement and growth of all Students with Disabilities and Economically Disadvantaged. Students with disabilities are receiving core instruction, with small group pull-out being during Intervention and Enrichment times. Multi-lingual learners are receiving all core instruction with the support of an ML teacher pushing into the classroom and pulling out as needed, based on WIDA test results.		Amanda Lewis	10/31/2024
<i>Notes:</i>				
<b>Implementation:</b>		09/26/2022		
<b>Evidence</b>	9/9/2021 Teachers have pre- and post- assessment tools in both math and reading to help guide instruction.			
<b>Experience</b>	9/9/2021 Programs changed year to year, but teachers now have the necessary tools to complete this with programs for both reading and math.			
<b>Sustainability</b>	9/9/2021 Utilizing data from pre- and post- assessments to guide instruction.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Student support services</b>

	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
			<p><i>Initial Assessment:</i></p> <p>10/11/22 Students are receiving instruction in their area of need (EC, ML, MTSS) based on data obtained from BOY assessments. Students received research based interventions in both reading and/or math. Students are monitored using mClass and Envision.</p> <p>Instructional Coach and reading specialist help guide teachers in creating intervention groups and instruction.</p> <p>The AIG teacher provides support for some students that are performing above grade level.</p> <p>The principal has difficult conversations regarding instructional quality and necessary changes after formal and informal observations. Schoolwide (mClass, enVision, EC, discipline) data is used to drive decisions and conversations. Instructional coach meets with teachers weekly during PLCs and as needed with specific teachers. Coach also models lessons through "I teach, you teach, we teach." Teachers have access to WRESA, NCCAT, and NCEES trainings as needed. Reading and math intervention time are in the master schedule.</p>	Limited Development 09/10/2018		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
			<p><i>How it will look when fully met:</i></p> <p>10/11/22 Students will receive skill targeted interventions during a regularly scheduled block of time. Teachers will use research based strategies to teach skills and will progress monitor those skills regularly. Teachers will use progress monitoring data to students show significant progress in the intervention skills. The instructional coach and reading specialist will support teachers with planning for intervention groups. The AIG teacher will provide enrichment for students who are performing above grade level.</p>		Amanda Lewis	05/31/2024
				0 of 2 (0%)		
		10/11/22	Teachers will analyze math and reading data during PLCs to support core instruction and target specific skills during Intervention and Enrichment groups.		Breana Murfin	06/30/2024

*Notes:* For the 2023-2024 school year, administration looked at how to best include these specialists in day-to-day instruction, while ensuring that all students receive the maximum amount of core instruction possible along with additional services. Math intervention block was built into the master schedule. Math and reading tutors were added to staffing due to additional funding.

10/30/23 Increase achievement and growth of all Students with Disabilities and Economically Disadvantaged. Students with disabilities are receiving core instruction, with small group pull-out being during Intervention and Enrichment times. Multi-lingual learners are receiving all core instruction with the support of an ML teacher pushing into the classroom and pulling out as needed, based on WIDA test results.

Amanda Lewis

10/31/2024

*Notes:*

**Implementation:**

10/24/2021

*Evidence*

10/24/2021

*Experience*

10/24/2021

*Sustainability*

10/24/2021

**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:**

10/30/2023 PFE admin support team continues to meet weekly. The school counselor and school social worker work with outside community agencies to help provide support for families needing access to healthcare, specifically mental health resources. The school nurse provides health care and referrals to the Health Department as needed. PFE partners with Blue Ridge Health/Meridian and houses a school-based mental health therapist twice a week to meet with students. The school counselor offers small group support, as well as individual support for students.

10/11/22 PFE admin student support team meets once a week at a regularly scheduled meeting time. The team is composed of the school counselor, the school social worker, the school resource officer, the Instructional Coach, the Assistant Principal and the Principal. The team discusses attendance, keep up to date on student needs, schedule home visits when needed and plan for supports for students as necessary. All classroom teachers are expected to do restorative circles

Limited Development  
09/10/2018



with their students each morning. The school counselor is teaching guidance to all students at scheduled teaching times. The staff is participating in the state required PD for social and emotional support in student.

PFE staff members care for the well-being of students but are not adequately prepared to support those students who are dealing with more serious issues. Teachers work with the school counselor with large group lessons for classroom support, provide small group sessions based on individual needs, and one-on-one meetings to better address these needs for students. Local mental health agency (meridian/blue ridge) is provided space in the school to support student needs and the counselor helps teachers and parents with the referral process as needs are identified.

Some staff are CPI certified with a focus on de-escalation practices. Others are pursuing this training at this time.

2018-19 is PFE's first year hosting the district day-treatment program to help students learn coping skills and positive behaviors to eventually appropriately manage their own emotions in a regular classroom setting.

At times students have opportunities to view Class Dojo "Big Idea" videos to learn about having a growth mindset in their regular education classrooms. Classroom groups work together as "Community Partners" to foster student leadership and mentorships throughout the school (older students partnered with younger students).

Administration meets weekly along with the School Social Worker, School Counselor, School Resource Officer, and the At-Risk Coordinator to address the social-emotional needs across the student body.

Interventions/behavior plans and supports are arranged based on the individual needs of each child.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>10/11/22 Staff members will continue to participate in state required social and emotion support PD. PFE staff will provide students with strategies and tools to support healthy mental health habits. PFE will use MTSS as a tool to improve the social and emotional well being of students. Supporting students socially and emotionally will improve schoolwide behaviors and will foster relationship building between students and staff.</p> <p>Teachers will gain a deeper understanding of how best to support students who are dealing with adverse childhood experiences through professional development and collaboration with the counselor, at-risk coordinator, and day-treatment staff. As professional development (two early-release days), our staff will focus on becoming trauma-informed, learning to better employ effective classroom management based on the individual needs of students.</p> <p>PFE has a School Safety Plan including plans for evacuation, parent contact in the event of evacuation, emergency situations etc that is updated annually as part of NC Requirements for School Safety. We have counselors/student support teams on hand through the district who come in to support staff/students following traumatic events. Staff have access to the Employee Assistance Network.</p>		<p>Amanda Lewis</p>	<p>06/30/2025</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>2/27/23</p>	<p>PFE would like to get some parenting classes here at PFE during the 2023-2024 school year as community outreach to engage parents to gain a better understanding and foster social/emotional competency at home.</p>		<p>Autumn Rumfelt; Olivia Shuler</p>	<p>06/02/2024</p>
<p><i>Notes:</i> 10/30/2023 Update: As needs arise, school counselor and school social worker share out resources for these classes and other resources.</p>				
<p>10/12/22</p>	<p>PFE will focus on addressing behaviors associated with social-emotional concerns through the MTSS process, having monthly meetings and during PLCs. During this time teachers will discuss interventions, progress, and next steps for students. Behavior concerns will be tracked through the office discipline referral document, as well as individual student behavior trackers.</p>		<p>Ben Alexander</p>	<p>06/30/2024</p>
<p><i>Notes:</i> 10/30/2023 Update: Calm-down corners and supplies are present in all classroom areas for students to use as needed to help self-regulate emotions.</p>				

10/11/22	Provide Restorative Practices PD with untrained staff and provide a refresher for staff that have already been trained.		Ben Alexander	06/30/2025
<i>Notes:</i> Due to LETRS training, no additional PD is being offered for the 2023-2024 school year.				
<b>Implementation:</b>		10/11/2022		
<b>Evidence</b>	<p>10/14/2019 Teachers attended ACEs Training 2018-2019 (two full days); Behavior plans created that allow progress monitoring for referrals to counseling referrals and/or Day Treatment Services.</p> <p>2020-2021 School Year: RP team has documented specific support systems in place for students with identified SEL needs (includes referrals to outside agencies). Discipline referrals for this school year have decreased by 70% with Restorative Practices in place. Fewer than 10 short term suspensions for 2020-2021 school year. No long term suspensions for 2020-2021 school year.</p>			
<b>Experience</b>	<p>10/14/2019 Reworked Behavior Management/Referral system on school wide basis to implement practices recommended by Restorative Justice framework. Implemented communication guidelines for teachers/parents to build community partnerships that support student growth (social/emotional). Admin team and MTSS team work through documentation of Tier 2 and 3 supports for at-risk students.</p> <p>2020-2021 School Year: Restorative practices training provided for all staff members. Universal screener was used to identify specific needs. SELF framework implemented school wide.</p>			
<b>Sustainability</b>	<p>10/14/2019 Continued growth with new MTSS framework/referral system for developing plans and progress monitoring. (Indicator A4.01)</p> <p>2020-2021 School Year: Application of restorative practices in school wide setting (morning circles, problem solving, and monthly PD refreshers provided by RP team members.</p>			

	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>	10/11/22 PFE hosts Kindergarten camp each year before school starts each year. Participating teachers meet students and do an informal assessment of student levels. The teachers do a mock school day for the students in order to help acclimate students to the transition to school and kindergarten. Each year 5th grade students participate in a middle school visit. Students can see what the school looks like, and how middle school operates differently than elementary school.	Limited Development 09/26/2022				
<i>How it will look when fully met:</i>	10/11/2022 PFE will continue to provide students the opportunities to anticipate transitions in schools. Students will have the opportunity to visit the next grade and meet the teachers on the grade level. Parents will have the opportunity to meet with teachers for the next years grade and understand instructional objectives.		Amanda Lewis	06/30/2024		
<b>Actions</b>				<b>0 of 2 (0%)</b>		
2/13/23	PFE will have a "Step-Up Day" during the Spring of 2024. All students will visit the upcoming grade level at one time to meet the teachers and learn about the upcoming grade level.		Amanda Lewis	06/01/2024		
<i>Notes:</i> Options: 5th grade could be in specials while these transition meetings occur.						
10/30/23	Spring Title I night will be used as a Transition Night for families to visit the upcoming grade(s) and learn about curriculum, meet teachers, etc.		Breana Murfin	06/30/2024		
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>10/22/22 TCS has established a vision and mission for all the schools in the district. There are leadership teams that meet in conjunction with district leaders. TCS has committed efforts to tech and digital learning. They have built into the calendar days for remote learning and require teachers to teach their students how to be a responsible digital citizen. District leadership meets at least monthly, and principals meet regularly.</p> <p>District has principals meetings monthly and district leadership meeting (principals and department chairs) monthly. They are re-starting a parent advisory committee and a teacher advisory committee.</p>	Limited Development 09/26/2022		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When successfully implemented, communication from the LEA is relayed to staff in a timely manner. Communication and expectations of staff are clearly identified and there are open lines of communication between the school and LEA.	<b>Objective Met 11/08/22</b>	<b>Amanda Lewis</b>	<b>11/07/2022</b>
<b>Actions</b>					
	11/8/22	LEA representative involved in School Improvement Plan assessment and implementation.	Complete 11/07/2022	Amanda Lewis	11/07/2022
	<i>Notes:</i>				
<b>Implementation:</b>			11/08/2022		
<b>Evidence</b>	11/8/2022	TCS BOE reviewed and approved the Comprehensive Plan on November 7, and LEA representative met frequently with the administrative team.			
<b>Experience</b>	11/8/2022	Carrie Norris (LEA representative) has been fully involved in the creation of this year's Comprehensive Plan, including targeting 3 particular Key Indicators in our school this year. The Transylvania County Board of Education reviewed and approved the Comprehensive Plan on November 7.			

<b>Sustainability</b>		11/8/2022 PFE SIT will continue working closely with LEA representatives.			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		10/11/2022 Instructional leaders (including administration, grade level/department chair representatives, and parent representatives) meet monthly on the second Monday. Administrative Instructional Team meet the fourth Monday of every month.	Limited Development 09/26/2022		
<b>How it will look when fully met:</b>		10/11/2022 When successfully implemented, conversations at meetings need to remain student centered. Communication following meetings should be disseminated to teams in PLCs. There should be a grade level representative in the instructional leaders meeting to ensure adequate feedback and communication between teams and administration.		<b>Amanda Lewis</b>	<b>05/31/2024</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	2/13/23	Weekly PLCs to review student math and reading data to drive instruction and plan, update, and adjust intervention/enrichment groups as needed.		Breana Murfin	06/03/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The master schedule has time built in for each grade level to have common planning. This allows for weekly PLC meetings and collaboration among staff. There is a master schedule that schedules and defines staff duties.</p> <p>At the beginning of the 2022-23 school year, a full list of dates for committee meetings, staff meetings, and PLCs was given out to staff.</p>	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		<p>10/30/2023 This is an ongoing expectation that will continue throughout the 2023-2024 school year. A rotating duty schedule is in place for staff for morning and afternoon duties, and all Staff, Committee, and PLC meetings are on the staff calendar for the entirety of the year.</p> <p>10/11/2022 When implemented, all staff should follow the master schedule. Teachers should meet weekly, a minimum of one time to collaborate with one another. The duty roster establishes the expectations of staff at various times during the day, and what those duties look like.</p>		Amanda Lewis	05/31/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/11/22	Evaluate and modify the master schedule as needed. Teacher input will be asked for as this is evaluated and developed for the next school year.		Amanda Lewis	05/23/2024
<p><i>Notes:</i> 10/30/2023 Master schedule was created for this school year to allow students the maximum amount of time in core instruction, with most pull-outs scheduled during Intervention and Enrichment (math and reading).</p> <p>2-27-23 Master schedule was modified mid-year as a result of curriculum based conversations and planning.</p>					

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>		10/11/22 At PFE, administration completes frequent walk throughs, informal and formal observations. Lesson plans are turned in weekly for administration to have access to, as needed.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		10/11/22 When fully met, staff will have timely feedback regarding classroom performance and data. Summative evaluations should be a reflection of formal observations throughout the year. Following each observation, administration follows up with a conference and provides feedback on the observation and creates plans for teachers who need additional support. These plans include effective implementation of curriculum and/or improving classroom management.		Amanda Lewis	05/31/2024
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	2/13/23	Principal distributed NCEES rubrics with evidences for each standard as examples of what administration is looking for in the classroom during observations.	Complete 02/10/2023	Amanda Lewis	02/10/2023
<i>Notes:</i>					
	10/11/22	Complete a feedback form when conducting formal and/or informal observations. Once complete follow-up with staff about the observations.		Amanda Lewis	05/31/2024
<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
<i>Initial Assessment:</i>		10/11/22 At PFE data is utilized to drive instruction and set up intervention groups. Teachers use their mClass data to group students for interventions, based on individual needs. The administration reviews EVAAS data as well as diagnostics and screeners to measure student growth throughout the year. The Teacher Working Conditions Survey has been utilized to develop staff surveys to look for areas of growth, as well as to guide the school's school improvement plan. Administration tracks discipline data and the MTSS team uses data to determine student needs. In PLCs, teachers are participating in data dives to guide classroom instruction.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		10/11/22 When fully implemented, screeners in both math and reading should show growth in both areas of reading and math. As students progress, I&E groups should be fluid throughout the school year and flexible grouping implemented to provide students with instruction specific to individual needs. By tracking discipline, staff should be able to have conversations specific to student needs, triggers for behaviors, and identify specific trouble areas for students. Data should be used to determine what interventions students need in the MTSS process and should be used when identifying what tiers students are in and their movement through those tiers. When fully implemented, data collected should help determine what types of professional development are needed, specifically targeting areas consistently performing low.		Amanda Lewis	05/31/2024
<i>Actions</i>			<b>2 of 6 (33%)</b>		
	2/13/23	CKLA trainings and professional development targeted for more efficient reading instruction.	Complete 05/31/2023	Amanda Lewis	06/03/2023
<i>Notes:</i>					

2/13/23	enVision Trainings: from the company, Black Box intervention systems trainings.	Complete 05/31/2023	Tammy Greenawalt	06/23/2023
<i>Notes:</i>				
10/11/22	Monthly MTSS meetings to look at data and student progress. These meetings should guide conversations about next steps for students and whether or not growth is being shown with current interventions in place.		Breana Murfin	05/31/2024
<i>Notes:</i>				
10/11/22	Weekly PLCs to look at data, discuss adjustments to instruction, and allow for flexibility in I&E groupings as students show growth, or lack of based on current interventions.		Breana Murfin	05/31/2024
<i>Notes:</i>				
2/13/23	Implementation of research-based math interventions utilizing data derived from IXL, enVision Diagnostics, common assessments, and FOCUS Math assessments. Tier instruction takes place during math intervention time, including enrichment, tutors, and math interventionist.		Breana Murfin	06/23/2024
<i>Notes:</i>				
10/30/23	95% of students grades 3-5 will take quarterly check-ins and EOG tests.		Ben Alexander	06/30/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>10/11/22 The LEA participates in job fairs hosted at colleges and universities. The district also provides support to beginning teachers through beginning teacher meetings as well as providing these individuals with mentors. Each year a district teacher of the year, rookie of the year, and TA of the year are awarded.</p> <p>At the school level, PFE has established a climate/culture committee to address school morale, climate, and promote unity among the staff. All teachers are evaluated according to NC requirements. At the school level, there are monthly meetings to provide new teachers with additional support beyond the district meetings. The school has started a student/staff shout out opportunity to acknowledge great things in the building, and an outside agency is providing incentives to staff who are nominated and voted on as our Ranger of the Month.</p>	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		10/22/22 When objectives are fully met, we should see growth in survey results, asking about school culture. As full implementation takes place, PFE should maintain staffing and/or see an increase in teacher retention.		Amanda Lewis	05/31/2024
<i>Actions</i>			0 of 5 (0%)		
	10/11/22	Give quarterly surveys on school climate, providing feedback ranging from the whole school, to grade level teams, to administration.		Baylee Hale	04/28/2024
	<i>Notes:</i>	10/31/2023 For the 2022-2023 school-year, quarterly surveys were completed and data reviewed by administration and SIT to help improve school climate. The quarterly survey sent out this fall showed tremendous growth over the past year in our school climate.			
	10/11/22	Schedule monthly meetings for Beginning Teachers, addressing topics of their concern and providing support beyond the district level.		Breana Murfin	05/31/2024
	<i>Notes:</i>				

10/11/22	Establish and arrange for our culture/climate committee to meet monthly to address staff concerns, plan events for staff support, and address concerns regarding the current state of the climate and culture in our building.		Ben Alexander	05/31/2024
<i>Notes:</i>				
2/27/23	College students from multiple local universities will be completing observation hours alongside teachers here at PFE.		Amanda Lewis	06/06/2024
<i>Notes:</i>				
10/30/23	Schedule weekly informal observations and meetings to touch base with beginning teachers and provide additional support as needed.		Breana Murfin	06/30/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Family Engagement</b>
----------------------------	--------------------------

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>		10/11/22 As part of our Title I process, a school compact has been provided to parents for feedback. A final draft of the school compact will be given to families, clearly explaining our expectations of staff, students, and families in the PFE community. PFE uses modes of social media as means of communication, along with Class Dojo, email, and schoolwide all-calls and emails using our school messenger system. Both CKLA and enVision math curriculums provide letters that can be shared and sent home to parents.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		10/11/22 When implemented, there will be evidence of two way communication between staff and families. Teachers are asked to keep contact logs, which are shared with administration. The School Messenger System provides a report for each message that is sent out. This report provides information on the number of calls which are answered and what calls go to voicemail.		Amanda Lewis	05/31/2024
<b>Actions</b>			<b>0 of 9 (0%)</b>		
2/13/23		Parent conferences required 1st quarter and as needed 3rd quarter.		Amanda Lewis	06/23/2024
<i>Notes:</i>					

2/13/23	Progress reports from diagnostic data are shared at conferences so parents are aware of student data.		Amanda Lewis	06/23/2024
<i>Notes:</i>				
2/13/23	We are a Title I school, where parents are provided a school compact to sign in which expectations are communicated for staff, students, and families. Prior to being given the final copy of the compact, families are provided the opportunity to give feedback.		Amanda Lewis	06/23/2024
<i>Notes:</i>				
2/13/23	Weekly communication from administration to families through all-call messages.		Amanda Lewis	06/23/2024
<i>Notes:</i>				
2/13/23	Teachers communicate with parents through Class Dojo, email, and phone communication, and document this in a contact log.		Amanda Lewis	06/23/2024
<i>Notes:</i>				
2/13/23	Home visits conducted regularly to address individual concerns.		Amanda Lewis	06/23/2024
<i>Notes:</i>				
2/13/23	Title I event nights invite families in to the building and equip parents with strategies to help their students at home.		Amanda Lewis	06/23/2024
<i>Notes:</i>				
10/30/23	Weekly family newsletter sent out digitally to all families in both English and Spanish sharing upcoming events, as well as highlighting the previous week.		Amanda Lewis	06/30/2024
<i>Notes:</i>				
10/30/23	Weekly school-wide Dojo messages are sent out with updates, reminders, and other important information from the weekly all-call/email to all connected families.		Amanda Lewis	06/30/2024
<i>Notes:</i>				