



Coleridge Elementary School
School Improvement Plan
2022-2023

Comprehensive Progress Report

Mission:

We the staff at Coleridge Elementary School are devoted to creating a caring, open-minded learning environment with role models who instill individuality and are devoted to engaging students and promoting high achievement.

Vision:

The vision of Coleridge Elementary School is to engage students and impact student achievement.

Goals:

By June 2023, as measured by our FAMS scores, Coleridge Elementary School will increase our data based problem solving score from 81% to 85%. (A1.05, A4.17)

By June 2023, as measured by our Grade Level Proficiency scores Coleridge Elementary School will increase our reading scores from 37% to 43%. (A1.03, A1.05, A4.17)

By June 2023, as measured by our Grade Level Proficiency scores Coleridge Elementary School will increase our math scores from 43% to 49%. (A1.03, A1.05, A4.17)



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Currently the following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> Administrators are using Collaborative Team Time continuum to intentionally plan for topics that will address specific needs for the students in our school as well as data discussions based on pre and post assessments in reading and math including but not limited to mClass, HMH, LetterLand, and Common Formative Assessments following the essential standards. Teachers are involved in the decision making pertaining to their 	Limited Development 09/01/2020		

	<p>students based on data and other indicators of need for individual students.</p> <ul style="list-style-type: none"> Administrators provide teachers time to plan and collaborate with each other during specific times on a weekly basis. Professional Development is provided for teachers to learn how to analyze student data and to communicate effectively amongst grade levels. 			
How it will look when fully met:	<p>When fully implemented, administration and staff will employ best practices to provide and actively promote the development of staff unity through intentionally planned Collaborative Team Time meetings. The school focus is on student learning and achievement based on data and collaborative school wide discussions within grade level cohorts. The responsibility for helping students, including struggling learners to make academic growth and progress will be given to all teachers and leaders involved not just individual teachers in a classroom. The professional learning communities will consistently work collaboratively to problem solve and come up with new ways to focus on each individual student and not solely on classroom averages. Evidence of full implementation includes agendas and minutes for Collaborative Team Time meetings, committee meetings, and individual student data as well as improved scores in reading and math.</p>		Christina Marley	06/10/2024
Actions		2 of 7 (29%)		
9/1/20	Formal Professional Learning Communities will be occurring for each grade level on a weekly basis.	Complete 05/18/2022	Christina Marley	06/10/2022
<i>Notes:</i>				
9/1/20	District Professional Development will be provided during Professional Learning Communities in order to ensure cohesion between the district level and the school level in order to reinforce that the focus on individual student academic growth is a collaborative effort and a streamlined process at all levels.	Complete 05/18/2022	Christina Marley	06/10/2022
<i>Notes:</i>				
9/23/22	All grade level teachers K-5, ESL, EC resource and reading specialist will participate in LETRS Unit 1 professional development this year. These teachers will meet monthly for Collaborative Team Time to discuss best practices that they are learning and implementing as well as trends they are seeing with their Bridge to Practice activities.		Karlyn Sugg	06/10/2023
<i>Notes:</i>				

		9/1/20	Grade level teachers and administration will collaborate and discuss student data in order to help teachers drive instruction and to provide feedback on how to teach individual students through core, supplemental, and intensive instruction.		Christina Marley	06/10/2024
		<i>Notes:</i> A Lead Teacher is hired with Title I funds to collaborate with teachers on planning, lead professional development, and review data.				
		9/27/22	All grade level teachers K-5, ESL, EC resource and reading specialist will participate in LETRS Unit 2 professional development in 2023-2024. These teachers will meet monthly for Collaborative Team Time to discuss best practices that they are learning and implementing as well as trends they are seeing with their Bridge to Practice activities.		Karlyn Sugg	06/10/2024
		<i>Notes:</i>				
		9/23/22	Teachers will peer review lesson plans of colleagues to determine whether or not the required lesson plan components are included and discuss instructional practices. Teachers can analyze the planning styles of other teachers in order to have effective collaboration.		Jordan Conrad	06/10/2025
		<i>Notes:</i>				
		9/23/22	Monthly collaborative planning with all certified staff to plan lessons that are differentiated for all students and meet the North Carolina Standards.		Rikki Dunn	06/10/2025
		<i>Notes:</i>				
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently, the following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> all teachers meet to discuss and desegregate data some teachers use data to plan differentiated reading and math groups some teachers consistently use flexible grouping results from data is placed on spreadsheets to support grouping/differentiate instruction reading specialist is providing small group differentiated instruction based on student reading levels 	Limited Development 09/05/2019		

How it will look when fully met:	When fully implemented, ALL teachers will consistently individualize instructional planning in response to individual student performance on assessments. ALL teachers will use data to differentiate their instruction in all academic areas based on pre and post test data. Learning assignments will be targeted to each student's individual needs. Small group instruction will be carefully planned using student data and progress will be carefully tracked based on skill knowledge. Small group instruction using tutors will be consistent and targeted. Evidence of full implementation includes samples of small group lesson plans that show differentiated instruction, pre and post test data, grade level data meeting minutes, tutor schedules and lesson plans, and state and district data including EOG's, mClass, and Benchmarks.		Rikki Dunn	06/10/2024
Actions		3 of 6 (50%)		
9/10/19	In combination classes differentiated instruction serves to remediate and extend student learning across grade levels.	Complete 03/13/2020	Lisa Collins	06/20/2020
<i>Notes:</i> lesson plans; flexible groupings throughout the year				
9/5/19	Teachers will plan according to disaggregated data and discussions in Professional Learning Communities.	Complete 06/10/2021	Lisa Collins	06/10/2021
<i>Notes:</i> Evidence collected from: Flexible reading and math groups Reading groups with reading specialist and Instructional tutors Common Formative Assessments -pre-test/posttest comparisons Notes and agendas from data review days and Professional Learning Communities Lesson plans				
9/10/19	Reading specialist & tutors will support students across grade levels who are not yet proficient in reading	Complete 03/13/2020	Lisa Collins	06/10/2021
<i>Notes:</i> schedule; data points; lesson plans to show differentiated instruction				
8/19/22	Teachers will use flexible grouping during remediation, literacy, and math blocks based on data collected through Common Formative Assessments, pre and post assessments, district benchmarks, and state assessments such as mClass.		Kerri Cole	06/06/2023
<i>Notes:</i> Title I funds will be used to purchase math manipulatives, FlyLeaf Decodable readers, Scholastic Storyworks, and Heggerty Phonics. Title I				

			<p>Tutors will also be purchased with Title I to assist with flexible grouping. Tutors will be using these resources to target individual skill deficits for students in small, flexible groups.</p> <p>Math manipulatives will give students hands on practice with math skills in small groups to help them build their conceptual knowledge of math standards.</p> <p>FlyLeaf Decodable Readers will be used in small groups that are differentiated based on literacy skills as determined by mClass and other literacy skills that the teacher has identified as a weakness.</p> <p>Heggerty Phonics and Scholastic Storyworks will be used in 3rd-5th grade classrooms, with Tutors and our Reading Specialist to find skill deficits and remediate our student's phonemic awareness and comprehension skills.</p>			
9/23/22			Reading instruction will be aligned with the Science of Reading to ensure students have phonics based instruction using Heggerty Phonics and LetterLand materials.		Megan Ritter	06/10/2023
Notes:			Heggerty and LetterLand materials will be purchased using Title I funds. Teachers will include specific phonics based instruction in lesson plans weekly. This will be monitored by administration and the Lead Teacher to ensure that phonics instruction is being taught in the classroom daily.			
9/10/19			Universal Math screeners and pre/post assessments will be used to differentiate flexible math groups to remediate standards that students are not yet proficient on.		Kerri Cole	06/10/2024
Notes:			Flexible grouping schedule; lesson plans; data analysis; intervention tracking logs will be used and Title I tutors will be provided to help with small group remediation for math.			
	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>The following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none">Classroom rules and procedures are posted and signed.Title I compacts are signed by students, parents, teachers, and administration.Implementation of DAILY 5 (anchor charts), consequences and	Limited Development 08/16/2017		

	<p>reward systems, Class Dojo, and Second Step provide consistent class structure school wide.</p> <ul style="list-style-type: none"> Initial conversations to begin the process of Positive Behavioral Interventions and Supports within our school have begun with the plan to have full Positive Behavioral Interventions and Supports implementation within the next 3 years. 			
	<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
How it will look when fully met:	<p>When fully implemented, school wide expectations will be used by all staff members. When accomplished, an observer would see and hear the same actions and language displayed by students and staff. PBIS implementation will lend itself to a school wide system for behavior supports in which all students and staff will be aware of the expectations at all levels and with no surprises. Staff will be trained to use Olweus and Second Step strategies. All new staff will be apprised of these expectations upon joining the Coleridge Team. The Culturize PD will be completed and an observer will be able to see the result of that training as they watch and listen to the way administrators and teachers communicate with each other and with students in a positive, kind, and nurturing environment.</p>	<p>Objective Met 08/17/22</p>	<p>Christina Marley</p>	<p>06/11/2022</p>
Actions				
10/3/17	Staff will receive Olweus training.	Complete 10/10/2017	Becky Brady	12/19/2017
<i>Notes:</i>				
9/10/18	School wide assembly for behavior expectations	Complete 05/17/2019	Jamie Staley	06/07/2019
<i>Notes:</i>				
9/20/18	Positive referral form for students; parents called and student names displayed	Complete 06/07/2019	Jamie Staley	06/07/2019
<i>Notes:</i>				
10/3/17	An Olweus committee will meet to discuss progress towards implementing Olweus strategies schoolwide.	Complete 01/29/2020	Jamie Staley	06/07/2020
<i>Notes:</i>				
9/10/18	Creation and implementation of cafeteria expectations/Norms.	Complete 05/18/2022	Christina Marley	06/07/2022
<i>Notes:</i>				
9/8/17	Procedures for effective management are observed in the cafeteria, hallways, playground and buses. Student respect for one another and school property is consistent and observable.	Complete 05/18/2022	Christina Marley	06/10/2022
<i>Notes:</i> Noted in first week lesson plans				

	Hallway & bus lot duties for teachers Administration will meet with each class for behavior expectations STAR bus riders Bus safety video			
10/20/20	Administration and the leadership team will meet to discuss the implementation of PBIS (Positive Behavioral Interventions and Supports).	Complete 04/22/2022	Christina Marley	06/11/2022
<i>Notes:</i>				
5/31/22	The Culturize book by Jimmy Casa will be implemented as administrator and teacher professional development for this year. The Professional Development will be discussed at length over several sessions.	Complete 06/11/2022	Jamie Staley	06/11/2022
<i>Notes:</i>				
Implementation:		08/17/2022		
Evidence	9/10/2018 School wide strategies implemented and procedures for effective management in cafeteria, hallways, playground, and buses.			
Experience	9/10/2018 Staff received Olweus training, and will continue to implement this school wide.			
Sustainability	9/10/2018 A review of Olweus at the beginning of each school year, as well as discussions with administration and guidance counselor.			

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:			Staff use best practices to deliver instruction. Plans for instruction are based on state standards. Evidence of standards-aligned units can be found in yearly, quarterly, and weekly planning. These plans can be found in a school wide folder on Google Drive. Implementation of best practices can also be seen during formal observations and daily informal walk throughs.	Full Implementation 05/18/2022		
			Grade level instructional teams develop standards-aligned units of			

			instruction for each subject and grade level. Teachers have attended Professional Development sessions to strengthen instructional practices.			
		A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently, the following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> • teachers are using Smartboards and document cameras to deliver instruction • some teachers have begun to implement the use of Clear Touch Interactive Panels in the classroom • additional Chromebooks have been purchased for student use in the classroom • Students are assigned tasks on Chromebooks, including assessments 	Limited Development 09/05/2019		
			<div>Priority Score: 3</div> <div>Opportunity Score: 2</div> <div>Index Score: 6</div>			
<i>How it will look when fully met:</i>			When fully implemented, all teachers will be trained on and use Clear Touch Interactive Panels. Teachers will transition from laptop Windows applications to Google Chromebook platform. Teachers will be observed using new technology tools and a variety of online platforms such as Canvas; Google Suite; podcasts and encyclopedia sites. Canvas and Google allows teachers to give students access to collaborative discussions and projects while online. Teachers will be observed assigning students to tasks on HMH for assessing math, mClass for assessing reading and Studies Weekly for social studies curriculum and assessments. These programs can be accessed from home and school. Evidence of full implementation includes technology use documented in lesson plans. walkthrough and observation data. analytics from		Wendy Baldwin	06/10/2023

	ClassLink, and technology resource data.				
Actions			2 of 4 (50%)		
9/10/19	Purchase of additional Clear Touch Interactive Panels		Complete 01/31/2022	Jamie Staley	06/10/2022
<i>Notes:</i>					
9/10/19	Professional Development will be provided for use of the Clear Touch Interactive Panels in the classroom		Complete 11/30/2021	Jamie Staley	06/10/2022
<i>Notes:</i>					
9/23/22	Teachers will plan lessons that include 21st century learning and standards based research projects that will be completed in classrooms, STEM lab, and media center using Chromebooks and Laptops on the Google platform.			Wendy Baldwin	06/10/2023
<i>Notes:</i> Title I funds will be used to purchase Laptops and Chromebooks that support student learning in STEM lab and the media center as well as in the classrooms. Lessons will be planned that are aligned with grade level math and science standards. These projects will help expose students to 21st century skills while building their background knowledge.					
8/19/22	Teachers will incorporate differentiated technology programs that will target specific skill deficits based on data that is collected from Common Formative Assessments, mClass, HMH, and benchmarks. These programs will be used by students during small group instruction to target skills for students individual needs.			Jennie Santiano	06/06/2024
<i>Notes:</i> Title I funds will be used to purchase Chromebooks and subscriptions for student use that include HD Word Online, LetterLand for Students, Reading Eggs, and iReady. Professional development will be provided by the company, Media Specialist, or Lead Teacher for the programs that will be purchased. Data will be monitored for program use and individual student data will be analyzed in math and reading to ensure student growth.					
Implementation:			03/31/2022		
Evidence	3/31/2022 All classrooms have an interactive panel either mounted in their classrooms or they have a panel on a stand. All classrooms are using the interactive panels for display and for touch purposes.				
Experience	3/31/2022 All Clear Touch Panels have been purchased for all classrooms.				
Sustainability	3/31/2022				

Continued PD will be provided for Snowflake technology on the panels and how to use the panels with the PC option.

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The following steps have been taken to address this indicator:</p> <ul style="list-style-type: none"> • Exceptional Children services are provided to Exceptional Children based on their ability levels rather than grade level. • Flexible grouping is used within and across grade levels. • Remediation is delivered using a pull-out/push-in model • A certified Reading Specialist provides targeted instruction for at risk students. • Flexible groupings change as data is analyzed • An established Multi-tiered system of support team meets with classroom teachers to analyze/discuss student data and to determine best practice strategies to be used to close achievement gaps. • Our Multi-tiered system of support team determines if a student should be recommended for further evaluation. 	Limited Development 04/25/2017		
			<p>Priority Score: 3 Opportunity Score: 2 Index Score: 6</p>			
How it will look when fully met:			Students' academic, behavior and attendance concerns will be regularly discussed and addressed during Professional Learning Communities and Multi-tiered system of support meetings. Ongoing strategies will be implemented for all students who display achievement gaps, behavior issues, or attendance issues. Teachers will be confident in their understanding and use of the tiered intervention system. This understanding will include the implementation of methods for organizing, streamlining, and reporting instructional strategies being used. Data analysis will be consistent and student progress will be tracked with fidelity. Students who continue to display achievement gaps, behavior issues, or attendance issues will be referred for further evaluation/referrals.	Objective Met 04/22/22	Megan Ritter	06/11/2022
Actions						

	9/8/17	Schedule school-wide training for multi-tiered system of support.	Complete 11/07/2017	Megan Ritter	06/08/2018
	<i>Notes:</i>				
	10/3/17	Teachers document ongoing strategies for students in designated binders or by uploading to Google Drive.	Complete 05/01/2018	Megan Ritter	06/08/2018
	<i>Notes:</i>				
	10/3/17	Regularly scheduled Professional Learning Communities and Multi-tiered system of support meetings.	Complete 05/17/2018	Megan Ritter	06/08/2018
	<i>Notes:</i>				
	10/3/17	Develop a Team Drive on Google Drive and Canvas which will contain research-based instructional strategies will be compiled as a reference.	Complete 04/22/2022	Megan Ritter	06/10/2022
	<i>Notes:</i>				
Implementation:			04/22/2022		
Evidence	9/10/2018	Staff members have received school wide training to assist in recognizing and implementing strategies which will serve student needs. A notebook of strategies is in the process of being developed to share with MTSS and staff members. These strategies will be research based and differentiated for each student's needs. Regularly scheduled PLTs and MTSS meetings will continue to be the platform for discussion and determining the implementation of strategies to support struggling students.			
Experience	9/10/2018	Ongoing school wide training will take place in order to support staff members in recognizing and implementing strategies which will serve student needs. A notebook of strategies will be developed to share with MTSS and staff members. These strategies will be research based and differentiated for each student's needs. Regularly scheduled PLTs and MTSS meetings will the platform for discussion and determining the implementation of strategies to support struggling students.			
Sustainability	9/10/2018	In order to sustain our efforts, we will continue to analyze student data during PLTs and MTSS meetings. We will use these discussions to determine research based strategies to use in our efforts to close achievement gaps and address social, and emotional needs of our students.			
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:			ALL teachers utilize SecondStep and Olweus lessons in their classrooms. Our guidance counselor also utilizes Panorama data on Social Emotional needs of students. SEL screeners are also completed quarterly throughout the year to guide small group SEL lessons for students based on needs. ALL students receive guidance classes weekly.	Full Implementation 08/19/2022		
	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:			When fully implemented all students, teachers, parents and stakeholders will experience smooth and well informed transitioning from one level to the next. Third and fourth grade transition students will be closely monitored through the use of testing data, Read to Achieve data and Istation reports. Summer school reading opportunities will be given to third grade students should testing data prove it to be necessary. This will allow teachers and administrators to help these students close the gap in their reading education. The kindergarten teachers have been given Professional Development for the North Carolina Early Learning Inventory and they have been implementing the program since the first day of school. Kindergarten students are monitored closely through the North Carolina Early Learning Inventory to determine if they are meeting the appropriate grade level milestones in all areas of academics as well as social-emotional areas.	Full Implementation 10/25/2020		
		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently the following steps have been taken to implement this indicator: <ul style="list-style-type: none"> regularly scheduled Multi-tiered system of support meetings continue both positive and negative behavioral referral system discussions/data analysis at Professional Learning Communities reflection of data in School Improvement team meetings continue implementation of professional development of the Multi-tiered system of support process implementation of Facilitated Assessment of the Multi-tiered 	Limited Development 09/05/2019		

	system of support (FAM-S)			
How it will look when fully met:	When fully implemented, all staff members will have a clear and detailed understanding of the MTSS process. Teachers will use universal screening data along with formative assessment data and observations to inform educational decisions for students and to determine which students should be identified as a candidate for more specialized instruction. Teachers will create strategies that have been vetted as research based and will begin the process of differentiating to specific needs for that student. Teachers will be collecting data over time and recording that data in very specific ways in order to determine next steps for the students they've identified as having a possible need for more specific help.		Megan Ritter	06/10/2024
Actions		1 of 4 (25%)		
9/10/19	Multi-tiered system of support meetings will occur monthly and as needed.	Complete 03/13/2020	Christina Marley	06/10/2022
	Notes: schedule of meetings minutes documentation of strategies to be used analysis of documented data Next steps determination			
10/6/22	Use of screeners through PBIS to facilitate small group instruction on social emotional skills.		Jennie Santiano	06/10/2023
	Notes: Our guidance counselor will collect screeners four times per year from classroom teachers to create supplemental and intensive groups focused on social and emotional behaviors.			
9/10/19	Professional Development of the Multi-tiered system of support process will be provided by Christina Marley after she attends the district MTSS meetings with Brooke Johnston.		Christina Marley	06/10/2024
	Notes: Coleridge will determine if Brooke Johnston should give direct PD based on needs.			
10/6/22	Collaborative Team Times will be focused on creating and analyzing assessment data including HMH, mClass, Benchmarks, and Common Formative Assessments to create hypotheses on instruction, curriculum, and the environments in which our students are learning		Christina Marley	06/10/2024

and changes that need to be made to increase proficiency on standards.

Notes: Agendas and minutes will be kept from Collaborative Team Time that show data discussions as well as conclusions that have been made about learning and remediation or extension plans for students.

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Coleridge has a School Improvement Team that is voted on every year. The team meets monthly to discuss our School Improvement Plan and action step progress towards meeting our three goals.	Full Implementation 08/19/2022		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The leadership team including the principal, teachers and other key staff meet the second and fourth Tuesday every month to discuss and assess the school improvement plan and to discuss the students that are being evaluated through the Multi-tiered system of support.	Full Implementation 10/25/2020		

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>Our School Improvement Team is currently in the process of reviewing Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.</p> <p>The following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> Teachers are provided a designated planning time at least four out of five days per week. 	Limited Development 04/25/2017		

	<ul style="list-style-type: none"> Weekly Professional Learning Communities include instructional suggestions, review of instructional materials and review of data to inform instruction in the classroom. One afternoon per month, teachers are given an opportunity to meet for school-wide collaborative planning. Classroom teachers are provided time during the instructional day to meet three times per year for quarterly planning (coverage for classrooms is arranged). 			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	When fully implemented, teachers will meet after school or during one of their planning periods on a consistent basis for collaborative grade level planning. One afternoon each month, all certified staff meets for school wide collaborative planning. Three times a year, grade levels will be provided a day for quarterly planning. In addition, all teachers will meet weekly in Professional Learning Communities to provide an opportunity for instructional suggestions, review of materials and a review of data. Documentation for all the instructional planning will be collected, reviewed and retained as artifacts.	Objective Met 09/08/21	Jordan Conrad	06/11/2021
Actions				
10/3/17	Teachers will document the use of instructional ideas provided at Professional Learning Communities in lesson plans.	Complete 06/07/2019	Alley Crook	06/07/2019
<i>Notes:</i>				
10/3/17	Teachers will meet for collaborative planning once per month and document ideas shared.	Complete 03/13/2018	Alley Crook	06/07/2019
<i>Notes:</i>				
10/3/17	Teachers will meet for quarterly grade level planning. Coverage for a whole day will be provided. Teachers will provide quarterly planning notes to administration and lead teacher.	Complete 03/28/2018	Alley Crook	06/07/2019
<i>Notes:</i>				
10/3/17	Teachers will implement selected instructional strategies provided during Professional Learning Communities.	Complete 04/26/2018	Alley Crook	06/08/2019
<i>Notes:</i>				
10/3/17	Teachers will provide documentation of grade level planning and team members present.	Complete 06/07/2019	Alley Crook	06/08/2019
<i>Notes:</i>				

9/12/18	During collaborative planning, teachers will need to submit documentation of ideas shared with support staff.	Complete 03/13/2020	Stacy Purvis	06/05/2020
<i>Notes:</i> Highlight on lesson plans ideas shared with support staff				
9/8/17	Administrative team and lead teacher will plan for duties and instructional planning such as scheduling for duty free lunch, and a specific day and time for lesson planning.	Complete 02/15/2021	Stacy Purvis	06/05/2021
<i>Notes:</i> 1/2 day sign in sheets				
10/3/17	Teachers will schedule a consistent planning day after school for their grade level.	Complete 02/15/2021	Stacy Purvis	06/05/2021
<i>Notes:</i> Documentation sheets for planning after school				
Implementation:		09/08/2021		
Evidence	9/12/2018 Instructional strategies are noted in lesson plans, as well as PLT agendas.			
Experience	9/12/2018 Teachers met weekly in PLTs to discuss data, and instructional strategies to troubleshoot areas of student needs.			
Sustainability	9/12/2018 Teachers will continue to meet during PLTs, and grade level planning times to discuss instructional strategies to help students meet proficiency.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal sets an evaluation schedule at the beginning of the year. All teachers have 2-4 observations from which feedback is provided. The administrative team provides feedback weekly through lesson plan observations and daily walkthroughs.	Full Implementation 08/19/2022		

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	Implementation Status	Assigned To	Target Date

		decisions about school improvement and professional development needs.(5159)			
Initial Assessment:		<p>The following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> • Creation of a Data Team which meets quarterly • Creation of a flexible data wall • School Improvement Team meetings monthly or more often if needed • Professional Learning Communities • School Net • Planning - quarterly/weekly • mClass • Fountas and Pinnell • North Carolina Check In 5th grade • Data notebooks - teacher and student • Attendance data- student and staff • Classroom observation data • District Walk Through data • Teacher Working Conditions Survey • Peer Observations 	Limited Development 04/25/2017		
How it will look when fully met:		Teachers and administration will consistently look at school performance data as a whole, per classroom, and as individual students. Data will be used to determine areas of need for students and staff. Results will be posted via data spreadsheets, charts, student and teacher data notebooks, data meetings, Professional Learning Communities, and District walk throughs. Evidence of full implementation includes data meeting minutes, data folders for all students, and data spreadsheets to drive instruction for ALL students.		Jennie Santiano	06/11/2023
Actions			5 of 6 (83%)		
	10/3/17	Collected data will also be documented in student and teacher data notebooks. Student notebooks will be shared during student led parent-teacher conferences.	Complete 06/08/2018	Amy Lamb	06/08/2018
	<i>Notes:</i>				
	10/3/17	School wide data will be posted in the data room/lead teacher office.	Complete 04/19/2018	Amy Lamb	06/08/2018
	<i>Notes:</i>				
	10/3/17	Time will be set aside during PLTs to discuss data with colleagues and share areas of success and areas of need.	Complete 04/26/2018	Amy Lamb	06/08/2018

<i>Notes:</i>				
10/3/17	An attendance committee will meet twice a month to help increase attendance by discussing methods to assist students and families.	Complete 06/08/2018	Amy Lamb	06/08/2018
<i>Notes:</i>				
9/8/17	Data will be collected and shared through data walls, charts, and graphs during Professional Learning Communities. The School Improvement Team/Data Team will discuss collected information during monthly and quarterly meetings. These discussions will lead the decision making process about school improvement and professional development needs. In addition to these measures, the Teacher Working Conditions Survey will also serve as a guide to the decision making process.	Complete 06/08/2018	Holly Craven	06/08/2021
<i>Notes:</i>				
10/16/17	Classroom data walls and a data wall in the lead teacher's office will be used biweekly to track student's data and growth in reading and math on Common Formative Assessments, mClass, or Benchmark assessments.		Holly Craven	06/10/2023
<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>			Evaluation systems are in place at the district and state level, these procedures are followed through at the school level. There are processes in place for recruiting and replacing staff.	Full Implementation 08/19/2022		

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>			<p>The following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> School Messenger Newsletters- school-wide/teacher 	Limited Development 04/25/2017		

	<ul style="list-style-type: none">Quarterly Parent Nights/surveys/materialsPeach JarHome visits- Social worker/nurse/principalParent/Teacher/Student CompactsPower School portalParent/Teacher conferencesQuarterly Awards DaysTeacher webpages - Technology connections to homeUtilize Bilingual advocate				
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When fully implemented, parents/stakeholders will feel invested in all areas of the school. Through involving parents in parent nights, assemblies, Parent Teacher Organization, and School Improvement Team representation, information pertaining to functions of the school will become transparent. There will be a continuous effort to inform parents regarding all aspects of the operation of the school. Staff members will work to build positive relationships and involve parents throughout the year.		Objective Met 10/03/22	Christina Marley	06/10/2020
Actions					
10/3/17	Revise parent night surveys for Title I nights.	Complete 10/26/2017	Stephanie York	10/26/2017	
	Notes: Revise as needed in the future				
10/3/17	Teachers will provide class updates at least monthly through newsletters, or online through webpages, Class Dojo, etc.	Complete 06/08/2018	Stephanie York	06/08/2018	
	Notes:				
10/3/17	Parent Teacher Organization meetings	Complete 05/03/2018	Stephanie York	06/08/2018	
	Notes:				
10/3/17	Parent Teacher Organization Advisory Council Meeting	Complete 04/12/2018	Stephanie York	06/08/2018	
	Notes:				
10/3/17	School Improvement Team Representative	Complete 06/08/2018	Stephanie York	06/08/2018	
	Notes:				
10/18/17	Four Parent Nights will be held throughout the year.	Complete 05/03/2018	Stephanie York	06/08/2018	
	Notes:				
10/3/17	Document parent communication logs	Complete 06/08/2018	Stephanie York	06/08/2018	
	Notes:				

9/20/18			Grading expectations letter to parents for all grade levels	Complete 09/24/2018	Stephanie York	06/07/2019
Notes:						
10/3/17			Discuss Title I compacts and expectations with parents and students at Open House and encourage signing of compacts.	Complete 10/24/2019	Mindy Tyson	10/31/2019
Notes:						
Implementation:				10/03/2022		
Evidence			<p>12/20/2019 Evidence of this objective being met is the powerpoint that was shared with parents on October 24, as well as the sign in sheets for that night.</p> <p>9/27/2022 Sign-in sheets, planning documents, and materials that were given to parents and students are shared in evidence folders.</p>			
Experience			<p>12/20/2019 In pursuing this objective, we met with parents in the gymnasium for our first parental engagement night and reviewed the Title I compacts that were sent home with students. This was during the opening meeting before our parent night began.</p> <p>9/27/2022 Quarterly parent nights are scheduled yearly to communicate ways that parents can be engaged in learning with their child. Each of these nights focuses on one curriculum area including reading, math, science, and a transition night at the end of the year.</p>			
Sustainability			<p>12/20/2019 Title I compacts will need to be reviewed each year with parents.</p> <p>9/27/2022 We will continue to revise our parent engagement nights using feedback from parents that is obtained with surveys after parent engagement nights and at the end of the year survey.</p>			
		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently parent nights are held throughout the school year that are focused on student learning and curriculum. Teachers have parent conferences as needed based on academic needs.	Limited Development 10/03/2022		

How it will look when fully met:	When fully implemented, parent engagement nights will be planned around student learning with collaboration between the school and families. These events will include information that is focused on educational standards as well as social and emotional needs. ALL teachers will have two-way communication between themselves and parents to ensure that teachers and parents have strong school-home partnerships that are focused on student progress and behavior. ALL teachers will have conferences with families that ensure families are supported with ways they can help their children's development cognitively, socially, and physically. Conversations between teachers and parents will be focused on students learning and how to work together to make significant impacts to each child's education. Evidence of full implementation will include conference logs from all teachers, parent night sign-in sheets, parent night resources, survey results from parent nights, and Title I parent compacts.		Christina Marley	06/10/2025
Actions		0 of 3 (0%)		
10/3/22	Teachers will hold parent conferences within the first 9 weeks of school to grow partnerships between parents/guardians and school based personnel.		Jordan Conrad	06/10/2023
<i>Notes:</i>				
10/3/22	Parent engagement nights will be held four times during the year. The focus of these nights will be to familiarize parents with academic expectations for their child's grade level. Parents will be given information and/or tools that will allow them to understand whether or not their child is proficient or headed towards proficiency for grade level standards. These parent nights will emphasize reading, math, and science standards and parents will receive resources such as books, math manipulatives, and science activities. These resources will provide parents with an opportunity to work with their child(ren) at home on standards based learning activities.		Rikki Dunn	06/10/2023
<i>Notes:</i> Title I funds will be used for parent engagement materials such as books, math manipulatives, science activities, and resources that parents can use at home with students on learning. Student services handout will be available for parents during each of these nights to target social-emotional needs.				
10/6/22	Parent engagement sessions will be held at community locations to reduce barriers such as work schedules or child care. These sessions will be focused on learning activities that can be completed at home to help students reach proficiency in reading and math.		Katie Henderson	06/10/2024

Notes: Administration, Title I Bilingual Liason, and select teachers or staff will attend these sessions.



NCStar/SIP Mandatory Components

School Name: Coleridge

School Year: 2022-2023

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to the need to monitor students during the lunch period, teachers are required to be present. Funding does not allow the school to hire additional personnel to monitor students during their lunch period. In order to provide duty free lunch, teachers work on their grade level to cover for each other on a rotational basis.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Resources will be used to provide teachers with planning during the instructional day. The design of the master schedule includes a BEP schedule during which times support staff provide instruction for students. Teachers receive 4 or 5 days of 45 minute coverage, classroom teachers are provided planning time. Every other week, teachers receive an extra 30 minutes for planning. In addition, a school wide collaborative planning opportunity is scheduled one afternoon per month.

Transition Plan for At-Risk Students

- ☒ Elementary to Middle School
- ☐ Middle School to High School

Please describe transition plan below.

Each year, the principal, counselor, and 6th grade teachers come to meet with our fifth graders to discuss the middle school transition. We also arrange a field trip for the fifth graders to visit the middle school to acclimate them to the building and schedule. We also host a Title I Transition night at the elementary school and invite parents to attend. During this night, we invite middle school representatives to answer parent questions. The middle school also offers standalone nights for rising sixth graders and their families.