

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

5/22/2017

Banks Elementary NCES - na

Lenoir County Public Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

High expectations for all staff and students

Indicator	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)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 07/12/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Kindergarten classrooms use Dibels data to group students for interventions. Third Grade teacher use the portfolio data to adjust instruction to meet the needs of the students. Teachers use program reports, classroom assessments, and anecdotal notes to adjust instructional planning for meeting the needs of students. There is not a consistent plan in place to ensure all teachers are doing this with fidelity and consistently.	
Plan	Assigned to:	Kellan Bryant	
	How it will look when fully met:	TRC/Dibels, End Of Grade Projections, BOG and Waterford Placement data will be used to differentiate instruction for all students at BOY. Differentiation will be monitored, reassessed and restructured based on individual student achievement by administration and teachers in professional learning communities at least once a month and all reports reviewed and used to inform instruction at MOY and EOY. Staff will receive instructional differentiation training through AIG booster/differentiation sessions, integration of iLCPs 1-1 initiative, and EC professional development specific to program and instructional strategies for teachers. Evidence of objective completion will be shown through lesson plan submission, differentiation in lessons, and feedback, reports from various data sources to monitor progress, SEA Systems, PLC meeting agendas/minutes, data cards and data wall, and use of instructional guides.	
	Target Date:	01/26/2018	
	Tasks:		
		1. Professional Learning Communities monitor individual student data and inform teacher instruction.	
	Assigned to:	Kellan Bryant	
	Added date:	10/07/2016	
	Target Completion Date:	03/22/2017	

Frequency:	monthly
Comments:	<p>Agenda Meeting Minutes from grade level PLCs (bimonthly) Data Wall Individual student data cards Testing data</p> <p>Grade level teams participated in PLC introductory training/expectations for the school year (9/14/2016). Grade level teams participates in Learning Target training in PLCs (9/16/2016). PLCs all day to determine data to monitor for the school year at each grade level and next steps. (10/3/2016) PLCs all day to determine performance scale and complete data cards for data wall and review 1st 9 weeks benchmark data. (11/7/2016) Vertical PLC for 2nd and 3rd to discuss gaps, focus areas, and assessment data. (11/28/2016) Vertical PLC for K and 1st to discuss gaps, focus areas, and assessment data. (11/29/2016) Vertical PLC for 4th and 5th to discuss gaps, focus area, and assessment data. (12/1/2016) PLCs all day to review data wall, disc groups of students based on proficiency and instructional strategies to address deficits, progress monitoring notes on individual data cards for K-2. (12/5/2016) December 13th - K/1st Vertical PLC about Curriculum/Instruction December 14th - K Teaching Study (visit 1st grade class to observe) Griffin</p> <p>January (MOY K-3 Ends January 24th and 2nd 9 weeks benchmarks 3-5) 4th and 5th - PLCs by grade level in conference room (review data wall, Mid 2nd 9 weeks CFAs, revisit Norms, short term smart goal for 2nd 9 weeks benchmarks) 11th - Waterford Coaching Day 2 for K-2 18th - 5th Teaching Study (visit Frink 6th grade to observe math) 26th - PLC training with Pamela Broome (District - 12 Banks Staff)</p> <p>February (MOY and At-Risk) 1st - 3rd-5th PLCs with Pamela Broome at Banks (alternate schedule, 2nd 9 week benchmarks) 8th - 4th grade teaching study (3rd Grade ELA) 9th - Specialists PLC 8:15am 13th - K-3 Mid Year PLCs (MOY Dibels/TRC)</p> <p>March (Middle of 3rd 9 weeks CFAs) 1st - 3rd Teaching Study (4th Grade Math) 2nd - 3rd/4th Vertical PLC (Specialists Invited) 9th - 1st/2nd Vertical PLC (Specialists Invited) 10th - K-5 PLCs (MOY 3rd 9 Weeks CFAs for Math and Reading) 22nd - 2nd Teaching Study (1st Math) 23rd - Pre-K/K/5th Vertical PLC (Specialists Invited) 20th-29th - 3rd 9 weeks benchmark window for 3-5</p> <p>April (3rd 9 weeks benchmarks and K-2 student progress ELA) 5th - 1st Teaching Study (2nd ELA) 10th - K-5 PLCs (3rd 9 weeks Benchmarks and CFAs) 12th - K Teaching Study (Pre-K)</p>

		<p>May (EOY K-2 Needs and EOY 3-5 Needs) 3rd - K-5 PLCs (EOY) 4th - K/3rd Vertical PLC (Specialists Invited) 8th-26th - EOY Dibels/TRC Benchmark K-3 9th - 1st/5th Vertical PLC (Specialists Invited) 16th - 2nd/4th Vertical PLC (Specialists Invited) 26th - June 6th - EOGs 3-5</p>
	Task Completed:	03/08/2017
	2. Professional development for differentiation and implementation of instructional strategies to improve classroom practices and student proficiency in core content areas.	
	Assigned to:	Kimberly Smith
	Added date:	10/07/2016
	Target Completion Date:	05/17/2017
	Frequency:	monthly
	Comments:	<p>Number Talks AIG Boosters Beginning Teacher Development Teaching Studies during Extended Planning Days District Professional Development EC Professional Development</p> <p>Teaching Studies 2 times a year for each grade level on extended planning days (observing two different grade levels and two different content areas) 9/21/2017-4/12/2017 Arts4Life Conference (Christy White) 9/10/2016 *School Funds (Title I - K-8 Professional Development \$115) Beginning Teacher Development Training at Banks for Beginning teachers years 1--3 and new teachers to Banks years 1-2 (Johnson and Carlyle) 11/7/2016 NC State Math Conference Attendees (Smith and Beaman) 10/25/16-10/28/16 *District Funds from Rural and Low Income Number Talks PD for Banks staff and Northeast staff (Smith and Beaman) 11/9/2016 AIG Booster for select staff (Eubanks) 11/29/2016 Number Talks Classroom Observations 12/5/2016-12/16/2016 for Banks Staff Beginning Teacher Development Training at Banks for Beginning teachers years 1--3 and new teachers to Banks years 1-2 (Johnson and Carlyle) 1/12/2017 AIG Booster for select staff (Eubanks and Moyer) 1/19/2017 NC Ties Conference Attendees (Hood, White, Taylor, Griffin, Bryant) March 1-3, 2017 *District and School Funds (Title I - K-8 Professional Development \$1500) NCStar Conference Attendees (Eubanks and Bryant) December 7-8, 2016 * District and School Funds (Title II - Teacher Quality and Title I - K-8 Professional Development \$500) NC AIG Conference Attendees (Moyer and Sobul) March 2-3, 2017 * District Funds NC Collaborative Conference Attendees (Johnson, Parks, and Bryant) March 20-22 * Focus Funds (Title I - Focus K-8 Professional Development \$1300) Regional Literacy Workshops through Southeast Education Alliance in February and March (Smith, Parks, Willis, Martin) *Title I - K-8 Professional Development \$150</p>

3. Create and monitor a data wall to continuously monitor individual student performance periodically throughout the year to inform instruction.

Assigned to:	Kellan Bryant
Added date:	11/09/2016
Target Completion Date:	07/28/2017
Frequency:	four times a year
Comments:	<p>Pull BOY and benchmark reports in PLCs Create data cards based on data grade level determines Complete data wall individual data cards for each student in the school Discuss differentiation and instruction used to address needs of students based on data shown on data wall Monitor and adjust data cards for students based on CFA performance</p> <p>Grade level teams participated in PLC introductory training/expectations for the school year (9/14/2016). Grade level teams participates in Learning Target training in PLCs (9/16/2016). PLCs all day to determine data to monitor for the school year at each grade level and next steps. (10/3/2016) PLCs all day to determine performance scale and complete data cards for data wall and review 1st 9 weeks benchmark data. (11/7/2016) Vertical PLC for 2nd and 3rd to discuss gaps, focus areas, and assessment data. (11/28/2016) Vertical PLC for K and 1st to discuss gaps, focus areas, and assessment data. (11/29/2016) Vertical PLC for 4th and 5th to discuss gaps, focus area, and assessment data. (12/1/2016) PLCs all day to review data wall, disc groups of students based on proficiency and instructional strategies to address deficits, progress monitoring notes on individual data cards for K-2. (12/5/2016) December 13th - K/1st Vertical PLC about Curriculum/Instruction December 14th - K Teaching Study (visit 1st grade class to observe) Griffin</p> <p>January (MOY K-3 Ends January 24th and 2nd 9 weeks benchmarks 3-5) 4th and 5th - PLCs by grade level in conference room (review data wall, Mid 2nd 9 weeks CFAs, revisit Norms, short term smart goal for 2nd 9 weeks benchmarks) 11th - Waterford Coaching Day 2 for K-2 18th - 5th Teaching Study (visit Frink 6th grade to observe math) 26th - PLC training with Pamela Broome (District - 12 Banks Staff)</p> <p>February (MOY and At-Risk) 1st - 3rd-5th PLCs with Pamela Broome at Banks (alternate schedule, 2nd 9 week benchmarks) 8th - 4th grade teaching study (3rd Grade ELA) 9th - Specialists PLC 8:15am 13th - K-3 Mid Year PLCs (MOY Dibels/TRC)</p> <p>March (Middle of 3rd 9 weeks CFAs) 1st - 3rd Teaching Study (4th Grade Math) 2nd - 3rd/4th Vertical PLC (Specialists Invited) 9th - 1st/2nd Vertical PLC (Specialists Invited) 10th - K-5 PLCs (MOY 3rd 9 Weeks CFAs for Math and Reading) 22nd - 2nd Teaching Study (1st Math)</p>

		<p>23rd - Pre-K/K/5th Vertical PLC (Specialists Invited) 20th-29th - 3rd 9 weeks benchmark window for 3-5</p> <p>April (3rd 9 weeks benchmarks and K-2 student progress ELA) 5th - 1st Teaching Study (2nd ELA) 10th - K-5 PLCs (3rd 9 weeks Benchmarks and CFAs) 12th - K Teaching Study (Pre-K)</p> <p>May (EOY K-2 Needs and EOY 3-5 Needs) 3rd - K-5 PLCs (EOY) 4th - K/3rd Vertical PLC (Specialists Invited) 8th-26th - EOY Dibels/TRC Benchmark K-3 9th - 1st/5th Vertical PLC (Specialists Invited) 16th - 2nd/4th Vertical PLC (Specialists Invited) 26th - June 6th - EOGs 3-5</p>
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Status	Tasks completed: 2 of 6 (33%)		
Assessment	Level of Development:	Initial: Limited Development 04/02/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	By August 2016, all course blueprints for ELA and Math K-8, Science 5th and 8th grade, Biology, Math I and English II will be developed and distributed to teachers accompanied with professional development to explain new blueprints. At the central office level, planning has begun and development of the instructional teams has started, but the development of the units of instruction are not yet underway.	
Plan	Assigned to:	Kimberly Smith	
	How it will look when fully met:	All teachers will follow curriculum guides for all subjects with mastery on benchmarks utilizing the LCPS lesson plan template.	
	Target Date:	06/13/2019	
	Tasks:		
	1. Development of curriculum guides in core content areas.		
	Assigned to:	Frances Herring	
	Added date:	10/07/2016	
	Target Completion Date:	06/30/2017	
	Comments:	<p>Summer planning and development of curriculum guides (Summer 2016)</p> <p>Roll out of curriculum guides for ELA and Math (K-5) and LCPS Instructional website to all staff (August 2016)</p> <p>Instructional pacing and guide development for ELA (continued) and Science at District Level (October -December 2016)</p> <p>Several Banks' teachers involved in development of curriculum guides</p>	

		(Eubanks, Griffin, Johnson, Deaver, Smith, McCarter, Sobul, Beaman) Development of Science Instructional Guides (February and March 2017) with rollout Spring 2017 for 2017-2018 school year implementation District plans in place for beginning the Social Studies Instructional Guide Development
	2. All teachers will submit weekly lesson plans digitally and directly align them to district curriculum guides during the instructional school year.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	12/05/2016
	Frequency:	weekly
	Comments:	Roll out of lesson plan template and expectations to all LCPS staff (shared on LCPS instructional website (August 2016) Teachers utilize the daily or weekly lesson plan template for developing their lesson plans in Google Docs Google Docs folders organized by grade level, teacher, and content area for lesson plan submission to administration Feedback provided to individual teachers and grade levels on various components of the lesson plan (positive and constructive) Teachers consistently submit weekly lesson plans using the district lesson plan template. District and school administrators monitor with evidences of comments weekly.
	Task Completed:	12/05/2016
	3. Professional learning communities meet weekly during common planning times to unpack the standards and use district curriculum guides to develop weekly lessons within grade level.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	03/31/2017
	Frequency:	weekly
	Comments:	Learning Target training, PLC overview and expectations, development of PLC norms, data analysis, corrective instruction discussion Grade level PLC weekly schedule developed and submitted to administration (weekly meeting day during common planning). Grade level teams participated in PLC introductory training/expectations for the school year (9/14/2016). Grade level teams participates in Learning Target training in PLCs (9/16/2016). PLCs all day to determine data to monitor for the school year at each grade level and next steps. (10/3/2016) PLCs all day to determine performance scale and complete data cards for data wall and review 1st 9 weeks benchmark data. (11/7/2016) Grade Level teams meet weekly (schedule/days shared with administrations at BOY), meeting minutes shared with administration Weekly lesson plan/curriculum guide discussions of pacing, sequencing, resources, standard interpretation, misconceptions, teaching strategies based on student ability in individual classrooms, differentiation, learning targets

Grade level teams participated in PLC introductory training/expectations for the school year (9/14/2016).
Grade level teams participates in Learning Target training in PLCs (9/16/2016).
PLCs all day to determine data to monitor for the school year at each grade level and next steps. (10/3/2016)
PLCs all day to determine performance scale and complete data cards for data wall and review 1st 9 weeks benchmark data. (11/7/2016)
Vertical PLC for 2nd and 3rd to discuss gaps, focus areas, and assessment data. (11/28/2016)
Vertical PLC for K and 1st to discuss gaps, focus areas, and assessment data. (11/29/2016)
Vertical PLC for 4th and 5th to discuss gaps, focus area, and assessment data. (12/1/2016)
PLCs all day to review data wall, disc groups of students based on proficiency and instructional strategies to address deficits, progress monitoring notes on individual data cards for K-2. (12/5/2016)

December 13th - K/1st Vertical PLC about Curriculum/Instruction
December 14th - K Teaching Study (visit 1st grade class to observe) Griffin

January (MOY K-3 Ends January 24th and 2nd 9 weeks benchmarks 3-5)
4th and 5th - PLCs by grade level in conference room (review data wall, Mid 2nd 9 weeks CFAs, revisit Norms, short term smart goal for 2nd 9 weeks benchmarks)
11th - Waterford Coaching Day 2 for K-2
18th - 5th Teaching Study (visit Frink 6th grade to observe math)
26th - PLC training with Pamela Broome (District - 12 Banks Staff)

February (MOY and At-Risk)
1st - 3rd-5th PLCs with Pamela Broome at Banks (alternate schedule, 2nd 9 week benchmarks)
8th - 4th grade teaching study (3rd Grade ELA)
9th - Specialists PLC 8:15am
13th - K-3 Mid Year PLCs (MOY Dibels/TRC)

March (Middle of 3rd 9 weeks CFAs)
1st - 3rd Teaching Study (4th Grade Math)
2nd - 3rd/4th Vertical PLC (Specialists Invited)
9th - 1st/2nd Vertical PLC (Specialists Invited)
10th - K-5 PLCs (MOY 3rd 9 Weeks CFAs for Math and Reading)
22nd - 2nd Teaching Study (1st Math)
23rd - Pre-K/K/5th Vertical PLC (Specialists Invited)
20th-29th - 3rd 9 weeks benchmark window for 3-5

April (3rd 9 weeks benchmarks and K-2 student progress ELA)
5th - 1st Teaching Study (2nd ELA)
10th - K-5 PLCs (3rd 9 weeks Benchmarks and CFAs)
12th - K Teaching Study (Pre-K)

May (EOY K-2 Needs and EOY 3-5 Needs)
3rd - K-5 PLCs (EOY)
4th - K/3rd Vertical PLC (Specialists Invited)
8th-26th - EOY Dibels/TRC Benchmark K-3
9th - 1st/5th Vertical PLC (Specialists Invited)
16th - 2nd/4th Vertical PLC (Specialists Invited)

		26th - June 6th - EOGs 3-5
	Task Completed:	03/29/2017
	4. Administer third through fifth grade district benchmark assessments in ELA and Math and use data results for corrective instruction.	
	Assigned to:	Christel Carlyle
	Added date:	10/07/2016
	Target Completion Date:	07/28/2017
	Frequency:	three times a year
	Comments:	1st 9 week benchmark data collected, distributed, discussed, and data cards created for 3-5 based on benchmark data for ELA. 3rd-5th Classroom teachers utilize 1st 9 weeks benchmark results to adjust instruction based on student deficits in the standards addressed by the assessment (October-November 2016) 3rd-5th Classroom teachers utilize 2nd 9 weeks benchmark results to adjust instruction based on student deficits in the standards addressed by the assessment (January-February 2017) 3rd-5th Classroom teachers utilize 3rd 9 weeks benchmark results to adjust instruction based on student deficits in the standards addressed by the assessment (March-April 2017)
	5. School based common formative assessments are conducted, monitored, and data is used to inform corrective instruction.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	05/17/2017
	Frequency:	monthly
	Comments:	Read to Achieve data, Schoolnet data, Grade Level submission of CFA for ELA Readworks (specifically 3-5), DIBELS/TRC Data used for CFA in K-2 ELA, Math K CFA is KEA, K-2 Math Assessment District CFA for Math MOY and EOY Each grade level administers common formative assessments at least twice each 9 weeks. PLCs meet monthly with administration to discuss results of CFAs and next steps to address individual student needs (corrective instruction) Schoolnet reports are pulled for 9 weeks CFAs for 3rd-5th and shared with the grade level teams prior to PLCs to analyze data and inform corrective instruction. K-2 CFAs for Math are analyzed and results broken down in grade level PLCs.
	6. IEP Goals aligns with state grade level standards and address deficits in student ability in the areas each student qualifies in for EC services.	
	Assigned to:	Mary Dail
	Added date:	10/07/2016
	Target Completion Date:	07/28/2017
	Comments:	***Focus School Priority - School proficiency gap between EC subgroup and All White Subgroup is wider than the State Average for Math and ELA - EC teacher training on reading and math programs to address fidelity of program planning - Instructional guide access for all EC teachers - Regular education teacher involvement in development of IEP goals

		<p>during IEP meetings to ensure individual student needs are met based on ability level and alignment to grade level curriculum.</p> <ul style="list-style-type: none"> - Research Based Programs used with students receiving EC services: <ul style="list-style-type: none"> Number Worlds for Math Reading Mastery, SRA Corrective Reading, Hill Rap, and iRead for Reading and Writing Social Skills lessons for Behavior
Implement	Percent Task Complete:	Tasks completed: 2 of 6 (33%)
Indicator	A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	
Status	Tasks completed: 4 of 5 (80%)	
Assessment	Level of Development:	Initial: Limited Development 10/27/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Classroom teachers have aligned curriculum, lesson plan template developed by the district with gradually released curriculum guides. We have begun to implement common assessments in ELA and Math in all grades.</p> <p>Benchmarks testing is administered for all grade levels by the district. Grade level/departmental planning is occurring in all departments using the PLC's format. Our resource class if critical thinking is partnering with grade levels to developing lessons based on curriculum pertinent to that grade level.</p> <p>The specialists are using state aligned curriculum to develop lesson plans.</p>
Plan	Assigned to:	Kellan Bryant
	How it will look when fully met:	<p>Aligned units of instruction will be developed for all core and specialized areas at the district level. These instructional guides will be made available to all teachers to utilize for planning purposes. Selected teachers will be involved in the development of the instructional guides at the district level. Teachers will work within PLCs to plan rigorous and relevant instruction for students. Weekly lesson plans will e development from the grade level plans and shared with administration weekly. Administration will monitor the submission of the lesson plans, provide coaching feedback, and use for evaluation purposes. Learning targets will be directly aligned with standards to drive the instructional planning. As teachers move forward with this process, we will see long term planning and vertical planning as well.</p>
	Target Date:	07/17/2017
	Tasks:	
	1. Development of curriculum guides in core content areas.	
	Assigned to:	Frances Herring
	Added date:	11/09/2016
	Target Completion Date:	06/30/2017
	Comments:	<p>Summer planning and development of curriculum guides (Summer 2016)</p> <p>Roll out of curriculum guides for ELA and Math (K-5) and LCPS Instructional website to all staff (August 2016)</p>

		<p>Instructional pacing and guide development for ELA (continued) and Science at District Level (October -December 2016)</p> <p>Several Banks' teachers involved in development of curriculum guides (Eubanks, Griffin, Johnson, Deaver, Smith, McCarter, Sobul, Beaman)</p> <p>Development of Science Instructional Guides (February and March 2017) with rollout Spring 2017 for 2017-2018 school year implementation</p> <p>District plans in place for beginning the Social Studies Instructional Guide Development</p>
	2. All teachers will submit weekly lesson plans digitally and directly align them to district curriculum guides during the instructional school year.	
	Assigned to:	Kellan Bryant
	Added date:	11/09/2016
	Target Completion Date:	12/05/2016
	Frequency:	weekly
	Comments:	<p>Roll out of lesson plan template and expectations to all LCPS staff (shared on LCPS instructional website (August 2016)</p> <p>Teachers utilize the daily or weekly lesson plan template for developing their lesson plans in Google Docs</p> <p>Google Docs folders organized by grade level, teacher, and content area for lesson plan submission to administration</p> <p>Feedback provided to individual teachers and grade levels on various components of the lesson plan (positive and constructive)</p> <p>Teachers consistently submit weekly lesson plans using the district lesson plan template.</p> <p>District and school administrators monitor with evidences of comments weekly.</p>
	Task Completed:	12/05/2016
	3. Professional learning communities meet weekly during common planning times to unpack the standards and use district curriculum guides to develop weekly lessons within grade level.	
	Assigned to:	Kellan Bryant
	Added date:	11/09/2016
	Target Completion Date:	03/31/2017
	Frequency:	weekly
	Comments:	<p>Learning Target training, PLC overview and expectations, development of PLC norms, data analysis, corrective instruction discussion</p> <p>Grade level PLC weekly schedule developed and submitted to administration (weekly meeting day during common planning).</p> <p>Grade level teams participated in PLC introductory training/expectations for the school year (9/14/2016).</p> <p>Grade level teams participates in Learning Target training in PLCs (9/16/2016).</p> <p>PLCs all day to determine data to monitor for the school year at each grade level and next steps. (10/3/2016)</p> <p>PLCs all day to determine performance scale and complete data cards for data wall and review 1st 9 weeks benchmark data. (11/7/2016)</p> <p>Grade Level teams meet weekly (schedule/days shared with administrations at BOY), meeting minutes shared with administration</p>

Weekly lesson plan/curriculum guide discussions of pacing, sequencing, resources, standard interpretation, misconceptions, teaching strategies based on student ability in individual classrooms, differentiation, learning targets

November 9th - 2nd Teaching Study (visit 3rd grade class to observe) Southerland

November 16th - 3rd Teaching Study (visit 2nd grade class to observe) Early

November 28th - 2nd/3rd Vertical PLC about Curriculum/Instruction

November 30th - 1st Teaching Study (visit K class to observe) Johnson

December (MOY CFAs for 2nd 9 Weeks)

1st - 4th/5th Vertical PLC about Curriculum/Instruction

5th - PLCs by grade level in conference room (review data wall, intervention groups, student progress, Mid 2nd 9 weeks CFAs)

13th - K/1st Vertical PLC about Curriculum/Instruction

14th - K Teaching Study (visit 1st grade class to observe) Griffin

January (MOY K-3 Ends January 24th and 2nd 9 weeks benchmarks 3-5)

4th and 5th - PLCs by grade level in conference room (review data wall, Mid 2nd 9 weeks CFAs, revisit Norms, short term smart goal for 2nd 9 weeks benchmarks)

11th - Waterford Coaching Day 2 for K-2

18th - 5th Teaching Study (visit Frink 6th grade to observe math)

26th - PLC training with Pamela Broome (District - 12 Banks Staff)

February (MOY and At-Risk)

1st - 3rd-5th PLCs with Pamela Broome at Banks (alternate schedule, 2nd 9 week benchmarks)

8th - 4th grade teaching study (3rd Grade ELA)

9th - Specialists PLC 8:15am

13th - K-3 Mid Year PLCs (MOY Dibels/TRC)

March (Middle of 3rd 9 weeks CFAs)

1st - 3rd Teaching Study (4th Grade Math)

2nd - 3rd/4th Vertical PLC (Specialists Invited)

9th - 1st/2nd Vertical PLC (Specialists Invited)

10th - K-5 PLCs (MOY 3rd 9 Weeks CFAs for Math and Reading)

22nd - 2nd Teaching Study (1st Math)

23rd - Pre-K/K/5th Vertical PLC (Specialists Invited)

20th-29th - 3rd 9 weeks benchmark window for 3-5

April (3rd 9 weeks benchmarks and K-2 student progress ELA)

5th - 1st Teaching Study (2nd ELA)

10th - K-5 PLCs (3rd 9 weeks Benchmarks and CFAs)

12th - K Teaching Study (Pre-K)

May (EOY K-2 Needs and EOY 3-5 Needs)

3rd - K-5 PLCs (EOY)

4th - K/3rd Vertical PLC (Specialists Invited)

8th-26th - EOY Dibels/TRC Benchmark K-3

9th - 1st/5th Vertical PLC (Specialists Invited)

16th - 2nd/4th Vertical PLC (Specialists Invited)

26th - June 6th - EOGs 3-5

Task Completed:

03/29/2017

4. Weekly lesson plans will include the integration of digital tools to instruct the content standards that support the iLCPS 1-1 initiative.	
Assigned to:	Ashley Hood
Added date:	11/26/2016
Target Completion Date:	01/31/2017
Comments:	<p>Digital component included in the weekly lesson plan template. Teachers consistently include digital integration in weekly lesson plans and classroom practices.</p> <p>Examples of digital integrations include but are not limited to graphic organizers (Poplet), manipulatives apps, EPIC and Overdrive book collections (leveled), Educreations (student products), iMovies, Keynote, Pages, interactive numbers, Kahoot, web-based programs that meet students at their ability level, Class Dojo</p> <p>Integration of digital tools to support instruction of the content standards with use of the 1-1 iPad District Initiative</p> <ul style="list-style-type: none"> - Waterford K-2 *District Pilot/Funds -Study Island 3-5 3rd (ELA), 4th (Math and ELA), and 5th (Science) *School Funds (Title I - Computer Software \$2,450) -IxL K-5 ***Focus Priority (25 licenses for EC students only to address specific skill deficits) *School Fund (Title I Focus - Computer Software \$500) -Smartboard Notebook License for access and curriculum resources (14 total licenses for K-1, EC, and music teacher with Smartboards) *School Funds (Title I -Computer Equipment \$346.94)
Task Completed:	01/27/2017
5. School based common formative assessments created based on instructional pacing in the classroom and aligned with grade level standards for ELA and Math.	
Assigned to:	Kellan Bryant
Added date:	12/08/2016
Target Completion Date:	07/28/2017
Frequency:	monthly
Comments:	<p>SchoolNet Assessments created by grade level teams based on district curriculum guides and classroom instruction.</p> <p>Timeline developed by administration in conjunction with grade level team pacing. (flexible based on individual grade level needs)</p> <p>Grade level teams required to submit CFAs to administration for accountability purposes, alignment with curriculum guides, rigorous content, and pacing.</p> <p>School requirement of 2 common formative assessment each 9 weeks (one is district benchmark and the other is school based at mid nine weeks) with analysis of data to inform corrective instruction in PLCs, discussion of CFA content and validity of assessment.</p> <p>Grade level teams have the option to include more common formative assessment checkpoints throughout the 9 weeks) and discuss results and adjustments to instructional practices within weekly PLC meetings.</p>
Task Completed:	05/17/2017
Implement	Percent Task Complete: Tasks completed: 4 of 5 (80%)
Indicator	A2.07 - ALL teachers include vocabulary development as learning objectives.(5097)
Status	Add a Task Tasks completed: 3 of 3 (100%)
Assessment	Level of Development: Initial: Limited Development 07/12/2016

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use novel or basal based vocabulary terms. There is minimal vocabulary development practice, it is given as terms to memorize in most classroom settings.	
Plan	Assigned to:	Maria Johnson	
	How it will look when fully met:	All teachers at Banks Elementary will include vocabulary development through their lesson plans, instructional practices and common assessments.	
	Target Date:	06/13/2017	
	Tasks:		
	1. Implementing Wordly Wise Vocabulary program in grades third through fifth for English Language Arts.		
	Assigned to:	Melissa Southerland	
	Added date:	10/07/2016	
	Target Completion Date:	05/17/2017	
	Frequency:	twice weekly	
	Comments:	<p>Feedback from SIT team EOY 2016 meeting on how to better address vocabulary concerns in upper grades</p> <p>Survey different vocabulary programs over the summer and have teacher leaders provide feedback on different programs</p> <p>August 2016 - Team determines Wordly Wise is the Program for 3-5 to implement</p> <p>August 2016 - 5 class sets (4 sets from Title I and 1 set from Focus for EC students) ordered for 3rd-5th *School Funds (Title I - Instructional Supplies \$3,440 and Title I Focus - Instructional Supplies \$946)</p> <p>September - Implementation Plan decided for each grade level (weekly and bi-weekly implementation, homework)</p> <p>October PLC - teacher and student feedback about Wordly Wise</p> <p>November-March Implementation of Wordly Wide in ELA instruction in all 3rd-5th classrooms</p>	
	Task Completed:	05/17/2017	
	2. Implementation of the LCPS district-wide pilot of Waterford for K-2 using the 1-1 iPad District Initiative with fidelity.		
	Assigned to:	Maria Johnson	
	Added date:	10/07/2016	
	Target Completion Date:	01/24/2017	
	Frequency:	twice monthly	
	Comments:	<p>Students pulled in to the Waterford Program through powerschool at corporate level.</p> <p>District Waterford PD for Staff September-October 2016</p> <p>Share action steps for setting up classes and students information and implementation steps October 2016.</p> <p>3 Waterford Coaching Days during the 2016-2017 School year (11/7/2016, 1/11/2017, 4/10/2017(*District Funds)</p> <p>Review of reports at PLC meetings, monitoring of fidelity and student individual needs by school Waterford contact and administration</p>	

		12/5/2016 PLC K-2 - Provided each teacher K-2 with their areas of difficulty Waterford report by email (K math and reading, 1-2 reading), discussed how to use the data to group students by skill/concept for correcting instruction/interventions, the validity of the report (drilling down to individual student performance)
	Task Completed:	01/24/2017
	3. Integrate academic and universal vocabulary throughout all subjects using a variety of instructional strategies and activities, use of digital, oral and written assessments to check for understanding.	
	Assigned to:	Ashley Hood
	Added date:	10/07/2016
	Target Completion Date:	02/22/2017
	Frequency:	daily
	Comments:	List of all vocabulary digital tools used through 1-1 iLCPS initiative Purchase of Weekly Vocabulary Support Resources for K-5 (incorporating science, social studies, and other discipline areas in ELA) - Flocabulary (4th) purchased *School funds (Title I - Instructional Supplies \$384) - Science Spin (2nd) purchased * School funds (Title I - Instructional Supplies \$709) -Social Studies Weekly (5th) purchased *School Funds (Title I - Instructional Supplies \$718.02) -Scholastic (K, 1st, and 3rd) purchased *School Funds (Ttitle I - Instructional Supplies \$1,688) Evidence in daily lesson plans of rich academic vocabulary and implementation of vocabulary instruction daily in all content areas Evidence of academic vocabulary used in classroom instruction observed in administrative Walkthroughs and formal observations Implementation of Accelerated Reader Program K-5 for the 2016-2017 school year with reward system and reading accountability system Data from Grade Level Chairs about digital, oral, and written assessment February 1, 2017 Implementation of Study Island for 4th ELA and 5th Science for the 2016-2017 school year EC programs are rich in vocabulary development (Reading Mastery Corrective Reading) Display of weekly word walls for vocabulary focus and reference.
	Task Completed:	02/22/2017
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)
Dimension A - Instructional Excellence and Alignment		
Data analysis and instructional planning		
Indicator	A3.04 - Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 06/30/2016
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	We are currently providing assessments throughout the year, but it is

	development:	not uniformly implemented to drive instruction and curriculum decisions. Third Grade has used the BOG; and kindergarten and first grade have used Reading Eggs and Waterford to indicate students' baseline data to monitor, assign and analyze students progress. Fourth grade uses Study Island to differentiate instruction as needed based on baseline data.
Plan	Assigned to:	Kellan Bryant
	How it will look when fully met:	TRC/Dibels, End Of Grade Projections, BOG and Waterford Placement data will be used to differentiate instruction for all students at BOY. Differentiation will be monitored, reassessed and restructured based on individual student achievement by administration and teachers in professional learning communities at least once a month and all reports reviewed and used to inform instruction at MOY and EOY. Staff will receive instructional differentiation training through AIG booster/differentiation sessions, integration of iLCPs 1-1 initiative, and EC professional development specific to program and instructional strategies for teachers. Evidence of objective completion will be shown through lesson plan submission, differentiation in lessons, and feedback, reports from various data sources to monitor progress, SEA Systems, PLC meeting agendas/minutes, data cards and data wall, and use of instructional guides.
	Target Date:	01/26/2018
	Tasks:	
	1. Grade level PLC's monitor individual student data to inform their instruction and adjust instructional direction.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	05/19/2017
	Frequency:	monthly
	Comments:	<p>September (BOY K-3 Ends September 26th)</p> <p>12th-15th PDPs (individual with Compass Sheet for Each Person)</p> <p>14th - What is a PLC? Powerpoint from Admin retreat (establish norms as a whole), review 2016-2017 PLC Plan</p> <p>16th - Learning Target Training during PLCs with Dr. Bullard</p> <p>21st - 5th Teaching Study (visit 4th grade class to observe) McCarter</p> <p>22nd - PLC training 1:15-2:30pm early out (AR and AM Training)</p> <p>October (1st 9 weeks Benchmark October 17-26)</p> <p>3rd - PLCs by grade level in conference room (review leadership/personality style of team, what data will we look at for the year, a team goal, expectations for next PLC)</p> <p>5th - 4th Teaching Study (visit 5th grade class to observe) Martin</p> <p>November</p> <p>7th - PLCs by grade level in conference room (1st 9 weeks data, use of data for intervention groups, Data Cards Completed, Waterford COaching Day 1 K-2)</p> <p>9th - 2nd Teaching Study (visit 3rd grade class to observe) Southerland</p> <p>16th - 3rd Teaching Study (visit 2nd grade class to observe) Early</p> <p>28th - 2nd/3rd Vertical PLC about Curriculum/Instruction</p> <p>30th - 1st Teaching Study (visit K class to observe) Johnson</p> <p>December (MOY CFAs for 2nd 9 Weeks)</p> <p>1st - 4th/5th Vertical PLC about Curriculum/Instruction</p>

5th - PLCs by grade level in conference room (review data wall, intervention groups, student progress, Mid 2nd 9 weeks CFAs)
 13th - K/1st Vertical PLC about Curriculum/Instruction
 14th - K Teaching Study (visit 1st grade class to observe) Griffin

January (MOY K-3 Ends January 24th and 2nd 9 weeks benchmarks 3-5)

4th and 5th - PLCs by grade level in conference room (review data wall, Mid 2nd 9 weeks CFAs, revisit Norms, short term smart goal for 2nd 9 weeks benchmarks)

11th - Waterford Coaching Day 2 for K-2

18th - 5th Teaching Study (visit Frink 6th grade to observe math)

26th - PLC training with Pamela Broome (District - 12 Banks Staff)

February (MOY and At-Risk)

1st - 3rd-5th PLCs with Pamela Broome at Banks (alternate schedule, 2nd 9 week benchmarks)

8th - 4th grade teaching study (3rd Grade ELA)

9th - Specialists PLC 8:15am

13th - K-3 Mid Year PLCs (MOY Dibels/TRC)

March (Middle of 3rd 9 weeks CFAs)

1st - 3rd Teaching Study (4th Grade Math)

2nd - 3rd/4th Vertical PLC (Specialists Invited)

9th - 1st/2nd Vertical PLC (Specialists Invited)

10th - K-5 PLCs (MOY 3rd 9 Weeks CFAs for Math and Reading)

22nd - 2nd Teaching Study (1st Math)

23rd - Pre-K/K/5th Vertical PLC (Specialists Invited)

20th-29th - 3rd 9 weeks benchmark window for 3-5

April (3rd 9 weeks benchmarks and K-2 student progress ELA)

5th - 1st Teaching Study (2nd ELA)

10th - K-5 PLCs (3rd 9 weeks Benchmarks and CFAs)

12th - K Teaching Study (Pre-K)

May (EOY K-2 Needs and EOY 3-5 Needs)

3rd - K-5 PLCs (EOY)

4th - K/3rd Vertical PLC (Specialists Invited)

8th-26th - EOY Dibels/TRC Benchmark K-3

9th - 1st/5th Vertical PLC (Specialists Invited)

16th - 2nd/4th Vertical PLC (Specialists Invited)

26th - June 6th - EOGs 3-5

2. Professional development for differentiation and implementation of instructional strategies.

Assigned to: Kimberly Smith

Added date: 10/07/2016

Target Completion Date: 07/28/2017

Frequency: monthly

Comments: Number Talks
 AIG Boosters
 Beginning Teacher Development
 Teaching Studies during Extended Planning Days
 District Professional Development
 EC Professional Development

Teaching Studies 2 times a year for each grade level on extended planning days (observing two different grade levels and two different content areas) 9/21/2017-4/12/2017
 Arts4Life Conference (Christy White) 9/10/2016 *School Funds (Title I - K-8 Professional Development \$115)
 Beginning Teacher Development Training at Banks for Beginning teachers years 1--3 and new teachers to Banks years 1-2 (Johnson and Carlyle) 11/7/2016
 NC State Math Conference Attendees (Smith and Beaman) 10/25/16-10/28/16 *District Funds from Rural and Low Income
 Number Talks PD for Banks staff and Northeast staff (Smith and Beaman) 11/9/2016
 AIG Booster for select staff (Eubanks) 11/29/2016
 Number Talks Classroom Observations 12/5/2016-12/16/2016 for Banks Staff
 Beginning Teacher Development Training at Banks for Beginning teachers years 1--3 and new teachers to Banks years 1-2 (Johnson and Carlyle) 1/12/2017
 AIG Booster for select staff (Eubanks and Moye) 1/19/2017
 NC Ties Conference Attendees (Hood, White, Taylor, Griffin, Bryant) March 1-3, 2017 *District and School Funds (Title I - K-8 Professional Development \$1500)
 NCStar Conference Attendees (Eubanks and Bryant) December 7-8, 2016 * District and School Funds (Title II - Teacher Quality and Title I - K-8 Professional Development \$500)
 NC AIG Conference Attendees (Moye and Sobul) March 2-3, 2017 * District Funds
 NC Collaborative Conference Attendees (Johnson, Parks, and Bryant) March 20-22 * Focus Funds (Title I - Focus K-8 Professional Development \$1300)
 Regional Literacy Workshops through Southeast Education Alliance in February and March (Smith, Parks, Willis, Martin) *Title I - K-8 Professional Development \$150

3. Data analysis will be utilized to determine students needing intervention support through a three day a week in school tutor in a small group setting.

Assigned to: Kellan Bryant

Added date: 11/09/2016

Target Completion Date: 04/28/2017

Frequency: four times a year

Comments: ***Focus Priority (Banks is a Focus School from 2016-2019)
 - Target groups (1st, 3rd, and 4th EC and At-Risk students)
 - Hired in school tutor to serve targeted populations using research based programs using FOCUS Title I Funds (about \$11,000)
 -Develop schedule for tutor from 8:15-12:30 M, T, and W each week
 -Determine students needing additional support from teacher input, data resources, and scheduling
 -Choose programs to use for each target group and skills to specifically focus on through the sessions
 - Mid Year data used to determine individual students containing to need support with in school tutor, students who do not, and students to add to the groups
 - Extension of in school tutor to address remedial needs for April and

		May
	Task Completed:	04/12/2017
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
Dimension A - Instructional Excellence and Alignment		
Student support services		
Indicator	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)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 04/02/2016
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently use the PEP process to address specific needs of our students that are not proficient in an area. Depending on PEP intervention results, specific students are discussed in the SST process and based on intervention results, may be tested for further data analysis. If students are eligible for EC services, our EC team along with the regular education teacher create individualized goals and objectives for each student. The EC teachers use research-based programs, including Iread and ALEKS to deliver best instructional practice in addition to regular education programs. Our regular education teachers currently have access to Study Island, Imagine Learning, Waterford, IXL, and Reading Eggs which allow them the flexibility to differentiate within their classroom. In addition to these programs, our AIG students have a DEP based on their areas of placement in the gifted program. The district is working toward merging PBIS and SST into MTSS.
Plan	Assigned to:	Ashley Andrews
	How it will look when fully met:	The focus of control in a multi-tiered system of support is on classroom instruction. Schools must ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures, then schools improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.
	Target Date:	06/07/2019
	Tasks:	
	1. A district support level person will actively participate in developing interventions with the school based Student Success Team for teachers to implement for individual students in the process.	
	Assigned to:	Teresa Anderson
	Added date:	10/07/2016
	Target Completion Date:	03/31/2017
	Frequency:	monthly
	Comments:	meeting minutes members present at SST meetings

		intervention discussions and follow up Title I (sub pay) for K. Griffin to participate in SST days during the 2016-2017 school year (\$700) District SST member present at each monthly SST meeting for 2016-2017 to provide outside perspective and pull all data sources to make the best decisions in regards to the interventions and next steps for students.
	Task Completed:	03/07/2017
	2. Implement PEPs with fidelity and in accordance with district guidelines shared in PEP/SST training at the district and school level.	
	Assigned to:	Kathryn Griffin
	Added date:	10/07/2016
	Target Completion Date:	10/31/2017
	Frequency:	twice monthly
	Comments:	SST meeting minutes, informal conversations with teachers, documented data and interventions ***Focus Goal - Provide early intervention for students at-risk for EC placement. An accountability report is used to ensure all PEPs are correctly documented in Powerschool data management system. PEP reviews are completed each 9 weeks with parent support for all students with PEPs in place. PEP reminders shared at three staff meetings throughout the year to share best practices and correct implementation of interventions is taking place (September, November, and March).
	3. Teachers will provide interventions for students with PEPs or going through the SST process and document student progress in a timely manner.	
	Assigned to:	Ashley Andrews
	Added date:	11/09/2016
	Target Completion Date:	10/31/2017
	Frequency:	twice weekly
	Comments:	monthly meetings to share interventions. progress, and additional support needed for students going through the SST process. Information shared with all teachers with students with PEPs and/or in SST process by the SST chair to address intervention data and reports for moving forward with the process and improving student growth.
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
Indicator	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)	
Status	Tasks completed: 2 of 3 (67%)	
Assessment	Level of Development:	Initial: Limited Development 03/24/2016
	Index:	1 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have PBIS mentors for assigned students, and we use check in/out and check-up as a tool for behavior management. We have a referral process in place for mental health concerns and a mental health provider is on campus once a week for half of a day as a

		resource. We have a classroom that provides an intensive learning environment for students at the tertiary level for the county. The county-wide behavior specialist is available to assist with behavior plan strategies for students. We consistently use PEP/SST referral process to aid in intervention support. The school counselor has a referral system in place for teachers and students to request additional supports for various emotional needs. The information exchange form is used to allow the school and medical and mental health facilities to share information about a students with parent consent. The school works closely with the LCPS-assigned nurse and social worker to meet individual needs of students with medical concerns, environmental concerns, emotional issues interfering with educational environment. Our guidance counselor provides character lessons and any other lessons that are pertinent to particular groups of students. She also holds small group sessions to address specific needs of individuals. Our Speech therapist provides social skills groups based on need.
Plan	Assigned to:	Ashley Andrews
	How it will look when fully met:	All teachers will create a healthy classroom culture where students follow Banks B.E.S.T. expectations consistently, and teachers give attention to all students emotional needs. Proper steps will be taken to assist any students with an emotional need through support staff, resources, and agencies available to the school. Staff will participate in professional development to better understand student emotions and management of them and apply skills learned in the classroom. The school counselor will serve as the contact and support for connecting outside resources and services to better assist students and families and collaborate with teachers to best meet individual student needs.
	Target Date:	06/09/2017
	Tasks:	
	1. Create student referral form for teachers to submit for outside assistance with an individual or group of students needing emotional support.	
	Assigned to:	Ashley Andrews
	Added date:	10/07/2016
	Target Completion Date:	09/30/2016
	Comments:	Google form shared with staff and information logged in spreadsheet This form was created and shared with the staff in a Google form to provide feedback and instructional improvement in students' emotional states. The form was shared August 28, 2016
	Task Completed:	08/28/2016
	2. PBIS Data team meetings monthly to develop and monitor individual plans to support positive behavior and assist in correcting inappropriate behavior in the school setting.	
	Assigned to:	Ashley Andrews
	Added date:	10/07/2016
	Target Completion Date:	12/16/2016
	Frequency:	monthly

	Comments:	meeting minutes, notes, monthly discipline reports, teacher feedback
	Task Completed:	12/16/2016
	3. Staff professional development on deescalation and cultural responsiveness for all classroom teachers.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	12/21/2017
	Comments:	SEA System, sign-in sheet, presentation, resources Cultural Responsiveness Toolkit (resource from ECU) Engaging the Minds of Poverty by Jensen (great resource to use)
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

Dimension B - Leadership Capacity

Strategic planning, mission, and vision

Indicator	B1.01 - The LEA has an LEA Support & Improvement Team.(5135)	
Status	Objective Met 3/8/2017	
Assessment	Level of Development:	Initial: No development or Implementation 04/02/2016
		Objective Met - 03/08/2017
		Will include in plan
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	LCPS will develop a schedule of district level teams assigned to the low-performing schools to conduct on-site monitoring of the schools' low performing plans which will include lesson plan review, classroom observations, school schedule review, PLC and SIT meeting attendance. These teams have been created and assigned to low-performing, focus, and priority schools. (This is a strategy in the district low-performing schools plan.)
Plan	Assigned to:	Kellan Bryant
	How it will look when fully met:	The LEA Support and Improvement team will be organized at the district level and used to monitor, facilitate, and support district initiatives in the school. Team members assigned to the school will be active participants in PLCs, SIT meetings, Walkthroughs, Lesson plan checks, and informal and formal visits to the school. Feedback will be provided to administration regarding all successes and needs for improvement at the school level.
	Target Date:	12/01/2017
	Tasks:	
	1. LCPS district administrators will develop a LES Support and improvement team.	
	Assigned to:	Tina Letchworth
	Added date:	10/07/2016
	Target Completion Date:	09/30/2016
	Comments:	team assignments, duties, and plan Information shared with principals and at September board meeting about LES Support and Improvement Team responsibilities and school

		assignments. District staff visit to the school in February 2017 to see a presentation from administration and tour the school. District staff participate consistently in SIT meetings and budget sessions to monitor and advise on best practices.
	Task Completed:	09/16/2016
	2. Collaborate with school administrator to plan involvement and monitoring of district initiatives.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	11/30/2016
	Comments:	PLCs, team members assigned to school, SIT meetings, walkthroughs, observations Principal Meetings NC Star Presentation to District Leadership Team (11/28/2016) with feedback for improvement and monitoring
	Task Completed:	11/28/2016
	3. The LEA Support and Improvement Team will actively participate in school initiatives to provide coaching and ensure fidelity of district initiatives.	
	Assigned to:	Tina Letchworth
	Added date:	11/09/2016
	Target Completion Date:	03/03/2017
	Comments:	LEA Support and Improvement team is the Instruction and Curriculum Directors at the central office level. The instructional team actively participates in SIT Meetings, budget conversations, coaching,, benchmark analysis. LEA Support and Improvement Team provides district and school professional developments through trainings, PLCs, and workshops. The team has participated in school visits and classroom walkthroughs providing feedback to administration and teachers on visit observations. The LEA support and improvement team demonstrated positive support for the school by attending various parent night events.
	Task Completed:	02/22/2017
Implement	Percent Task Complete:	
	Objective Met:	3/8/2017
	Experience:	3/8/2017 Beginning Summer 2016, the LEA Support and Improvement Team was developed at the district level. Team members were assigned to schools for participation in SIT meetings, walkthrough visits, and continued support for administration and teachers in implementing the district initiatives. The school level staff responded well to district support and visits. We have found great value in knowing the LEA supports are in place and periodic coaching is given through walkthroughs, visits, and trainings. At the school level, the LEA Support and Improvement team is supportive and provides feedback more in a coaching manner versus an evaluative approach.
	Sustain:	3/8/2017 To ensure that efforts will be continued, LEA support and improvement team members will continue to visit classrooms as coaches to be certain that staff members are implementing district

		initiatives. Staff members will be continuously provided with opportunities for professional development. LEA support team members will continue to provide input at School Improvement Team meetings and PLCs, participate in parent night events, and hold budget and administrative monitoring sessions to ensure resource allocation is being done with fidelity.
	Evidence:	3/8/2017 Dates and times of visits by LEA Support and Improvement Team, including SIT, PLC, and site visits Walkthrough data from LEA Support and Improvement Team to the principal Minutes from PLCs including both school level staff and LEA Support and Improvement Team members Comments given on staff lesson plan review by LEA Support and Improvement Team Budget review document
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/02/2016
	Evidence:	LCPS states that the superintendent has a process for screening acceptable candidates to be interviewed for administrative positions. It could be a team approach to hiring or individualized. Once the candidate is selected, references are checked, and a name is submitted to the board for employment consideration. Many factors go in to the decision making process of each principal who serves a school in LCPS.
Indicator	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)	
Status	Objective Met 11/1/2016 1/27/2017	
Assessment	Level of Development:	Initial: Limited Development 03/14/2016
		Objective Met - 11/01/2016 01/27/2017
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The team members are currently in place and meet one time a month for one to two hours with an agenda and minutes.
Plan	Assigned to:	Christy Eubanks
	How it will look when fully met:	The School Improvement Team will be selected be voted on by the staff, meeting dates for the year will be set, and committees will be aligned to the Core Functions (Dimensions A-E). All meetings will be shared with staff on staff calendar and with parents and community on the School website and our first Parent Night in September. Staff Calendar, Meeting Date Document, Meeting Agendas and Minutes will all be evidences of completion for B1.03.
	Target Date:	01/31/2017
	Tasks:	
	1. The SIT meeting dates will be scheduled for the year, shared with the staff, and available on the staff	

	calendar.	
	Assigned to:	Kellan Bryant
	Added date:	09/21/2016
	Target Completion Date:	08/23/2016
	Comments:	Look for conflicts in master calendar as you plan SIT dates for the year SIT Dates put on school calendar Create one page document to share with staff at opening day that has all SIT meeting dates on it.
	Task Completed:	08/23/2016
	2. Place SIT meeting dates on school website for parents and community members to access.	
	Assigned to:	Ashley Hood
	Added date:	09/21/2016
	Target Completion Date:	09/06/2016
	Comments:	Get dates from Bryant to put on website.
	Task Completed:	09/06/2016
	3. Meeting agendas will be developed twice a month for the SIT meetings that will take place in the Media Center.	
	Assigned to:	Christy Eubanks
	Added date:	07/13/2016
	Target Completion Date:	10/31/2016
	Frequency:	twice monthly
	Comments:	Meeting Agendas are recorded and saved in the NC Star system for monitoring.
	Task Completed:	10/10/2016
	4. SIT Meeting dates will be posted in the school office near the student check-in/check out location.	
	Assigned to:	Christy Eubanks
	Added date:	11/26/2016
	Target Completion Date:	12/09/2016
	Comments:	Copy of SIT Meeting minutes posted in front office by the check-in/check-out area visible to all parents and guests (11/23/2016)
	Task Completed:	11/23/2016
Implement	Percent Task Complete:	
	Objective Met:	11/1/2016 1/27/2017
	Experience:	11/1/2016 Our School Improvement team revised the dates of our meetings to twice monthly and recorded them in the school-wide calendar and NC Star agenda. We scheduled and aligned our subcommittee meetings to coincide with the indicators/objectives based on priority to accomplish our tasks to meet the needs of all students. 1/27/2017 Organization of the committees by the Dimensions, Bi-monthly meetings, SIT and Dimension meetings taking place each month
	Sustain:	

		<p>11/1/2016 The team will continue to meet atleast twice a month to monitor the data at the meetings to continuously move towards accomplishing the objectives and creating new goals and objectives based on need.</p> <p>1/27/2017 Continue to schedule SIT and Dimension meetings at least bi-monthly for monitoring and development of Objectives and Tasks.</p>
	Evidence:	<p>11/1/2016 Meeting agendas and minutes uploaded into NC Star uploaded documentation of meeting outcomes</p> <p>1/27/2017 Agendas, Uploaded Evidences, Committee Breakdown shared with staff, Meeting Minutes</p>

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator	B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 04/02/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Each grade level at Banks has a common planning time for 40 minutes each day. Banks has a team structure in place for all grade levels. Grade level /departmental meetings are required and meeting agenda/minutes are documented by the grade level chairperson. Our administrator meets monthly with our grade level chairs to update current policies or matters that need to be shared at grade level meetings. Each grade level has two instructional planning meeting days per year to align/plan curriculum, analyze common assessment data and share best instructional practices. Our School Leadership Team (SIT) meets twice a month to discuss and develop the school improvement plan, update and manage school-wide goals. These members serve in an advisory role to the principal making school-wide decisions focusing on student success. We have a Community Support team of teachers that works to form collaboration between the school and the community. They provide the students with community service opportunities. Our PBIS team implements, reviews and amends our school-wide behavior support system. They monitor the discipline data and incorporate strategies to improve student conduct. Our Hospitality committee is a team structure put into place to emphasize team building opportunities, celebrate teachers' successes and boost morale. We have a PTA that serves as our community support group. The PTA plans school-wide fundraisers, provides mini grants for teachers to receive instructional supplies for their classrooms and plans teacher celebrations.</p>	
Plan	Assigned to:	Kellan Bryant	

How it will look when fully met:	Teams at both the district and school level will provide an infrastructure for continuous improvement. District teams' decisions will be informed by input from the school teams. These teams will be organized and team tasks include efforts to align content taught across grades, and development of common formative assessments two times every nine weeks to monitor student progress on a continuing basis. Each grade/department level will have common planning time assigned and this time will be used to develop PLC's that have student success as the number one priority.
Target Date:	08/04/2017
Tasks:	
1. Implement PLC Framework school-wide	
Assigned to:	Kellan Bryant
Added date:	10/05/2016
Target Completion Date:	07/28/2017
Comments:	<p>Learning Target training, PLC overview and expectations, development of PLC norms, data analysis, corrective instruction discussion</p> <p>Grade level PLC weekly schedule developed and submitted to administration (weekly meeting day during common planning). Grade level teams participated in PLC introductory training/expectations for the school year (9/14/2016). Grade level teams participates in Learning Target training in PLCs (9/16/2016). PLCs all day to determine data to monitor for the school year at each grade level and next steps. (10/3/2016) PLCs all day to determine performance scale and complete data cards for data wall and review 1st 9 weeks benchmark data. (11/7/2016) Vertical PLC for 2nd and 3rd to discuss gaps, focus areas, and assessment data. (11/28/2016) Vertical PLC for K and 1st to discuss gaps, focus areas, and assessment data. (11/29/2016) Vertical PLC for 4th and 5th to discuss gaps, focus area, and assessment data. (12/1/2016) PLCs all day to review data wall, disc groups of students based on proficiency and instructional strategies to address deficits, progress monitoring notes on individual data cards for K-2. (12/5/2016)</p>
2. Development of Staff Responsibilities by Dimension Areas	
Assigned to:	Kellan Bryant
Added date:	10/05/2016
Target Completion Date:	09/01/2016
Comments:	<p>Clarify Hospitality "Team" responsibilities</p> <p>Committee Document is shared with staff at opening day August 23rd showing the breakdown of committees by dimension.</p> <p>Shard with staff again for clarification purposes.</p>
Task Completed:	08/26/2016
3. Instructional/Data Team regularly looks at school performance data and uses that data to make decisions about school improvement needs.	

	Assigned to:	Maria Johnson
	Added date:	10/05/2016
	Target Completion Date:	07/28/2017
	Frequency:	four times a year
	Comments:	Pull BOY and benchmark reports in PLCs Create data cards based on data grade level determines Complete data wall individual data cards for each student in the school Discuss differentiation and instruction used to address needs of students based on data shown on data wall Monitor and adjust data cards for students based on CFA performance
	4. Teaching Studies will occur on extended planning days two times a year for each grade level K-5 with administrator facilitating.	
	Assigned to:	Kellan Bryant
	Added date:	12/30/2016
	Target Completion Date:	04/28/2017
	Frequency:	twice monthly
	Comments:	Teaching Study schedule, expectations, and questions for discussion created by administration. Teaching Study host teachers selected for reading and math at each grade level. Conduct teaching studies on extended planning days Finish first round of teaching studies in December 2016 and second round in April. 1st Semester 5th Grade - 9/26/2016 (Observe 4th McCarter Math) 4th Grade - 10/5/2016 (Observe 5th Martin Math) 2nd Grade - 11/9/2016 (Observe 3rd Southerland Math) 3rd Grade - 11/16/2016 (Observe 2nd Early Math) 1st Grade - 11/30/2016 (Observe K Johnson Math) Kindergarten - 12/14/2016 (Observe 1st Beaman Math) 2nd Semester (1st, 2nd, and 3rd missed second round due to conflicts in schedules and absences) 5th Grade - 1/18/2016 (Observe 6th Math at Frink) 4th Grade - 2/8/2016 (Observe 3rd Southerland ELA) Kindergarten - 4/12/2016 (Observe K Lawson at Pink Hill) Observations of Number Talks took place in December and January for all grade levels.
	Task Completed:	04/12/2017
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator	B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)		
Status	Tasks completed: 4 of 4 (100%)		
Assessment	Level of Development:	Initial: Limited Development 03/24/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school currently has a Battle of the Books Team, Banks Rocks Choir and ESL after school as extended learning opportunities for our students. Schedules are planned in order to create a protected instructional block that is uninterrupted. Some grade levels have skill groups based on assessment data to address deficits in specific areas of phonics, fluency, vocabulary, and reading comprehension. We also have tutoring opportunities after school for select students. We are providing remedial/enrichment support by offering ixl, iRead, Aleks, Reading Eggs, Imagine Learning, and Waterford to the students that need specific skill interventions.	
Plan	Assigned to:	Christine White	
	How it will look when fully met:	Student achievement data will be used to reconfigure the current school day schedule utilizing the maximum learning opportunities and strategies for instruction for all students.	
	Target Date:	06/15/2017	
	Tasks:		
	1. Use data to strategically create and manage classroom schedules utilizing uninterrupted core blocks and enrich instruction for selected students		
	Assigned to:	Kellan Bryant	
	Added date:	10/05/2016	
	Target Completion Date:	09/30/2016	
	Comments:	Specialists will implement enrichment opportunities; such as Jump Rope for Heart , Honors Chorus and Art Clubs periodically throughout the year. Strategic planning for master schedule, specialists teachers flexed days, EC schedule, and implementation of extended planning days	
	Task Completed:	09/30/2016	
	2. Hire an in-school tutor to aid in differentiation opportunities.		
	Assigned to:	Kellan Bryant	
	Added date:	10/05/2016	
	Target Completion Date:	10/03/2016	
	Comments:	In school tutor hired in September and began position September 12th. Classes officially begin October 10th with 3rd, 1st, and 4th grade students.	

		In school tutor is paid out of Title I Focus monies. ***Focus Goal - Strategic grouping for leveled reading and math instruction for EC and at-risk regular education students.
	Task Completed:	10/03/2016
	3. Initiate a Science Olympiad Team for Banks	
	Assigned to:	Emily Sobul
	Added date:	10/05/2016
	Target Completion Date:	01/27/2017
	Comments:	School Coach met with Administration 11/22/2016 to discuss next steps. Plan of action put in place between now and mid January. - Meet with Science Olympiad Coaches to set deadlines (Davis, Sobul, and Moye) - Meet with 3-5 teachers to share their involvement with the process of creating a team and importance of science instruction (specifics) in 3-5 -Order appropriate tools needed to practice with all 3-5 students before determining student strengths (use of Title I instructional supplies and PTA monies) - Incorporate team building (construction activities) in Critical Thinking with Moye between December and March. - Create application for the team, determine criteria, and select by mid January. - Parent meeting prior to after school team training 1X-2X a week.
	Task Completed:	01/27/2017
	4. A survey will be administered in April 2017 to assess the Science Olympiad process and activities by parents, students, and teachers of team participants and Science Olympiad coaches.	
	Assigned to:	Emily Sobul
	Added date:	01/27/2017
	Target Completion Date:	05/25/2017
	Comments:	Keep a log of events, evidences, schedules to create the survey. Team coach input for questions to ask on survey. Individuals to develop and give survey. Analyze results to adjust and improve process for next year.
	Task Completed:	05/17/2017
Implement	Percent Task Complete:	Tasks completed: 4 of 4 (100%)
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/24/2016
	Evidence:	Our principal consistently monitors curriculum and classroom instruction regularly by monitoring teacher's PDP's and meeting with teachers individually to discuss progress towards goals. She provides formal and informal observations and provides suggestions for improved instruction and delivery. She is visible in the classrooms and all locations of campus. Our administrator has implemented monthly grade level chair meetings to highlight upcoming events, curriculum updates and data tracking results (DIBELS/TRC, SchoolNet, Waterford, Study Island, Edspehere, Imagine Learning, Reading Eggs). She

		monitors usage of these programs and resources to aid in finding what programs are providing growth in our students. She completes reviews of third grade portfolio data progress and standards updates for each student. She requires teachers to maintain adequate records of the portfolio data and how the data is driving our instruction. Our principal uses teacher experts to collaborate and assist peers, and provides teachers the opportunities to perform peer observations to offer a variety of observational data. She initiated beginning teacher professional development for our new teachers and AIG Booster professional development to aid in teacher support and instruction in individual areas of need. She meets with our school DLS for updates on technology support and implementation of new apps. Our administrator monitors the teachers working with ASW. She initiates planning sessions with our EC teachers to discuss progress and data points of students with IEPs. She has implemented a process to review at-risk students and requires the use of data to drive the instruction. She has created schedules and alternate testing schedules to aid in the organizational management of our school to maximize instruction for all students.
Indicator	B3.05 - The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/10/2017
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently monitoring academic development through our SST process. We currently monitor behavior through our PBIS Team. SST and PBIS will merge to become MTSS which will focus on both academic and behavioral success. We consistently track attendance through Powerschool and work with the social worker to address chronic absenteeism. Students who are unable to read at grade level at the end of the third grade are assisted through the read to achieve program. Although this data is being tracked through different resources and addressed at individual levels, it is not being used cohesively to address at risk students.
Plan	Assigned to:	Ashley Andrews
	How it will look when fully met:	When the objective is fully met we will have an effective early warning system to track indicators that flag students in jeopardy of academic and/or social failures. Staff will meet to analyze and review the data provided by the system. MTSS will use the data to provide interventions for at risk students.
	Target Date:	06/15/2018
	Tasks:	
	1. Review the Powerschool Dashboard monthly for students at risk (high, some, and moderate) to determine students at risk in the area of grades and/or attendance.	
	Assigned to:	Kellan Bryant
	Added date:	04/12/2017

	Target Completion Date:	10/27/2017
	Frequency:	twice monthly
	Comments:	Review the dashboard for students at risk based on data compiled in Powerschool. Monitor specifically students with risk index in the high and moderate area.
2. Use the Powerschool at-risk dashboard to drive decision making of interventions needed/action steps to improve student performance and success in the school setting in SST, PBIS, and grade level PLC meetings.		
	Assigned to:	Kellan Bryant
	Added date:	04/12/2017
	Target Completion Date:	12/21/2017
	Frequency:	twice monthly
	Comments:	
3. Monitor student attendance data weekly and follow up with teachers and parents to increase student attendance for those showing to be at-risk at the high and moderate risk index.		
	Assigned to:	Lisa Butler
	Added date:	04/12/2017
	Target Completion Date:	10/27/2017
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Dimension C - Professional Capacity		
Quality of professional development		
Indicator	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)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/24/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district professional development coordinator schedules district wide professional development for staff based on areas of need and mandates set by the state. The district professional development can be set for all teachers to attend, a select few, or as chosen by the principal. At the school level, we have provided our staff with Number Talks math professional development presented by two members of the county math leadership team to address our decline in scores on the 2015 Math NC EOG. We are providing the AIG Booster Shots to select staff to provide differentiation strategies to integrate across the curriculum and target our AIG population's growth. All teachers participate in "Tech Tuesday" technology professional development to aid in the district 1:1 ipad initiative. Our administrator uses EVAAS and classroom observation data to select useful/needed professional development opportunities individually as needed.

Plan	Assigned to:	Kellan Bryant
	How it will look when fully met:	Data sources are used for planning professional development, and the School Improvement Team is the ideal decision- making body for planning professional development. Discussions about walkthrough results, teacher observation trends, testing and program data results, and student engagement are all topics used to determine school improvement action steps and targeted professional development for staff members.
	Target Date:	12/15/2017
	Tasks:	
	1. Aggregated data for classroom walkthroughs is shared in SIT meetings to show trends in instructional practices and inform decisions for professional development needs.	
	Assigned to:	Christel Carlyle
	Added date:	10/07/2016
	Target Completion Date:	06/15/2017
	Comments:	walkthrough google form, meeting minutes, discussion of needs and strengths in instruction
	2. SIT team will develop a two year professional development plan for 2017-2019 using current data sources and team member input.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	07/31/2017
	Comments:	feedback data, data sources, presentations, meeting minutes, plan developed, Google forms survey created to assess PD needs for staff
	3. Create and monitor a data wall to continuously monitor individual student performance periodically throughout the year to inform instruction.	
	Assigned to:	Kellan Bryant
	Added date:	11/09/2016
	Target Completion Date:	06/15/2017
	Frequency:	monthly
	Comments:	<p>Pull BOY and benchmark reports in PLCs Create data cards based on data grade level determines Complete data wall individual data cards for each student in the school Discuss differentiation and instruction used to address needs of students based on data shown on data wall Monitor and adjust data cards for students based on CFA performance</p> <p>September (BOY K-3 Ends September 26th) 12th-15th PDPs (individual with Compass Sheet for Each Person) 14th - What is a PLC? Powerpoint from Admin retreat (establish norms as a whole), review 2016-2017 PLC Plan 16th - Learning Target Training during PLCs with Dr. Bullard 21st - 5th Teaching Study (visit 4th grade class to observe) McCarter 22nd - PLC training 1:15-2:30pm early out (AR and AM Training)</p> <p>October (1st 9 weeks Benchmark October 17-26) 3rd - PLCs by grade level in conference room (review leadership/personality style of team, what data will we look at for the year, a team goal, expectations for next PLC)</p>

5th - 4th Teaching Study (visit 5th grade class to observe) Martin

November

7th - PLCs by grade level in conference room (1st 9 weeks data, use of data for intervention groups, Data Cards Completed, Waterford COaching Day 1 K-2)

9th - 2nd Teaching Study (visit 3rd grade class to observe)

Southerland

16th - 3rd Teaching Study (visit 2nd grade class to observe) Early

28th - 2nd/3rd Vertical PLC about Curriculum/Instruction

30th - 1st Teaching Study (visit K class to observe) Johnson

December (MOY CFAs for 2nd 9 Weeks)

1st - 4th/5th Vertical PLC about Curriculum/Instruction

5th - PLCs by grade level in conference room (review data wall, intervention groups, student progress, Mid 2nd 9 weeks CFAs)

13th - K/1st Vertical PLC about Curriculum/Instruction

14th - K Teaching Study (visit 1st grade class to observe) Griffin

January (MOY K-3 Ends January 24th and 2nd 9 weeks benchmarks 3-5)

4th and 5th - PLCs by grade level in conference room (review data wall, Mid 2nd 9 weeks CFAs, revisit Norms, short term smart goal for 2nd 9 weeks benchmarks)

11th - Waterford Coaching Day 2 for K-2

18th - 5th Teaching Study (visit Frink 6th grade to observe math)

26th - PLC training with Pamela Broome (District - 12 Banks Staff)

February (MOY and At-Risk)

1st - 3rd-5th PLCs with Pamela Broome at Banks (alternate schedule, 2nd 9 week benchmarks)

8th - 4th grade teaching study (3rd Grade ELA)

9th - Specialists PLC 8:15am

13th - K-3 Mid Year PLCs (MOY Dibels/TRC)

March (Middle of 3rd 9 weeks CFAs)

1st - 3rd Teaching Study (4th Grade Math)

2nd - 3rd/4th Vertical PLC (Specialists Invited)

9th - 1st/2nd Vertical PLC (Specialists Invited)

10th - K-5 PLCs (MOY 3rd 9 Weeks CFAs for Math and Reading)

22nd - 2nd Teaching Study (1st Math)

23rd - Pre-K/K/5th Vertical PLC (Specialists Invited)

20th-29th - 3rd 9 weeks benchmark window for 3-5

April (3rd 9 weeks benchmarks and K-2 student progress ELA)

5th - 1st Teaching Study (2nd ELA)

10th - K-5 PLCs (3rd 9 weeks Benchmarks and CFAs)

12th - K Teaching Study (Pre-K)

May (EOY K-2 Needs and EOY 3-5 Needs)

3rd - K-5 PLCs (EOY)

4th - K/3rd Vertical PLC (Specialists Invited)

8th-26th - EOY Dibels/TRC Benchmark K-3

9th - 1st/5th Vertical PLC (Specialists Invited)

16th - 2nd/4th Vertical PLC (Specialists Invited)

26th - June 6th - EOGs 3-5

Implement

Percent Task Complete:

Tasks completed: 0 of 3 (0%)

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator	C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/02/2016
	Evidence:	Banks complies with district and state mandates for hiring, evaluating and replacing staff. LCPS as a district sends principals on recruiting trips, offer incentives for teaching hard to staff subjects/disciplines, signing bonuses and moving expenses. We have a process (state-mandated) for hiring and evaluating and replacing staff.

Dimension E - Families and Community

Family Engagement

Indicator	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)	
Status	Objective Met 3/8/2017	
Assessment	Level of Development:	Initial: Limited Development 03/14/2016
		Objective Met - 03/08/2017
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Communication is a high priority and is done effectively and consistently by some staff at the school. Communication with parents is exhibited on a regular basis through daily/weekly folders, agendas, classroom newsletters, electronic digital portals, parent conferences (phone and face to face), connect ed and email, Remind text messaging, Facebook page and blog, Twitter, PTA nights, marquee messages, curriculum nights, and partnering with community nights. Our ESL teacher regularly communicates and translates with our parents.
Plan	Assigned to:	Maria Johnson
	How it will look when fully met:	This task will be completely implemented when parents are provided resources to use at home to be certain that students can be more successful in the classroom. There should be consistent communication between the school and parent community to inform parents about the weekly happenings of the school. Parents should be provided several opportunities to come out and observe their child's work or conference with the teacher. Evidence of this standard being met could be: connect eds, parent surveys, sign in sheets, school and classroom newsletters, resources provided to parents, student work, pictures taken at parent nights, and parent communication logs.
	Target Date:	03/10/2017
	Tasks:	

1. Grade Level Outline for Covering the Same topics across the school
 Schedule
 Expectations
 Daily routine
 Carpool
 Tardies
 Learning targets
 Lunch and recess
 Homework policy
 Proficiency standards
 Technology (ipad use and policies)
 Items to work on at home (strategies for parents to use at home)
 Parent Portal opens Sept 13th

Assigned to:	Wendi Howard
Added date:	09/19/2016
Target Completion Date:	09/09/2016
Comments:	Itemized list to be put in grade level chairs boxes by 9/9/16
Task Completed:	09/09/2016

2. Create Sign in sheets for Partnership for Parents Night

Assigned to:	Mary Beth Moye
Added date:	09/19/2016
Target Completion Date:	09/19/2016
Comments:	Will be places in homeroom teacher boxes by 9/19/16 to have a record of who attended
Task Completed:	09/16/2016

3. Purchase Sweets and Water for parent/student refreshments.

Assigned to:	Kellan Bryant
Added date:	09/19/2016
Target Completion Date:	09/18/2016
Comments:	
Task Completed:	09/18/2016

4. Put Partnership for Parents information in weekly folder and include in Weekly Memo for next two weeks for staff 9/11 and 9/18

Assigned to:	Kellan Bryant
Added date:	09/19/2016
Target Completion Date:	09/18/2016
Comments:	
Task Completed:	09/18/2016

5. Create assignments for support staff (not homeroom)for duration of meeting (gym and classrooms)

Assigned to:	Christy Eubanks
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	Added date:	09/19/2016
	Target Completion Date:	09/14/2016
	Comments:	Schedule with locations to be handed out to all staff members.
	Task Completed:	09/09/2016
6. Create Presentation for gym Title I, NC Star, Banks Website (youtube and facebook), Tardies, PBIS, 15-16 Test Data, PTA, Cafeteria Upgrade, PeachJar FLYers, Connect Eds		
	Assigned to:	Kellan Bryant
	Added date:	09/19/2016
	Target Completion Date:	09/18/2016
	Comments:	
	Task Completed:	09/17/2016
7. Create Half Flyer to go home as reminder for all students.		
	Assigned to:	Kellan Bryant
	Added date:	09/19/2016
	Target Completion Date:	09/13/2016
	Comments:	Copies and put in teacher boxes Tuesday, September 13th
	Task Completed:	09/13/2016
8. Send out Connect Ed Reminder Kellan Bryant (send home September 15th and September 18th) Ana Myers(Spanish)		
	Assigned to:	Kellan Bryant
	Added date:	09/19/2016
	Target Completion Date:	09/18/2016
	Comments:	
	Task Completed:	09/18/2016
9. Markey updated with Partnership for Parents information		
	Assigned to:	Christel Carlyle
	Added date:	09/19/2016
	Target Completion Date:	09/01/2016
	Comments:	
	Task Completed:	09/01/2016
10. Title I brochure updated with 2016 information to be given out Parent Night. (update and to homerooms by Friday September 16th) Ana Myers will update the Spanish brochure.		
	Assigned to:	Kellan Bryant
	Added date:	09/19/2016
	Target Completion Date:	09/16/2016
	Comments:	

Task Completed: 09/16/2016

11. PTA table set up in lobby to promote membership and volunteer opportunities

Assigned to: Brittany Laur

Added date: 09/19/2016

Target Completion Date: 09/19/2016

Comments:

Task Completed: 09/19/2016

12. Gym set up for assembly
Suggs and James (set up Friday beginning at 2:15 (16th) and finished Monday morning)

Assigned to: Mr. Suggs

Added date: 09/19/2016

Target Completion Date: 09/19/2016

Comments:

Task Completed: 09/19/2016

13. Contact Dr. Bullard to attend parent night and speak on RtA and third grade proficiency standards.

Assigned to: Christy Eubanks

Added date: 09/19/2016

Target Completion Date: 09/09/2016

Comments: Parent Livebinder powerpoint available on the RtA proficiency standards. Have the brochures ad handouts ready for Parent Night.

Task Completed: 09/01/2016

14. Overall schedule, plan and expectations of night for all staff.
Christel Carlyle and Bryant (share with staff by Wednesday, Sept 14th at staff meeting)

Assigned to: Kellan Bryant

Added date: 09/19/2016

Target Completion Date: 09/14/2016

Comments:

Task Completed: 09/14/2016

15. Ipad videos in media center for parents needing to watch and letter to parents who need to watch
(individual)
Ashley Hood

Assigned to: Ashley Hood

Added date: 09/19/2016

Target Completion Date: 09/16/2016

Comments:

Task Completed: 09/16/2016

16. 10:00am Title I Bryant Presentation in Gym as another opportunity for parents to view.

Assigned to: Kellan Bryant

Added date: 09/19/2016

Target Completion Date: 09/20/2016

	Comments:	
	Task Completed:	09/20/2016
17.	Teachers will be advised in the 9/11/16 weekly memo to have student work displayed outside for the parent night.	
	Assigned to:	Kellan Bryant
	Added date:	09/19/2016
	Target Completion Date:	09/14/2016
	Comments:	
	Task Completed:	09/11/2016
18.	Provide a parent informational meeting for the Science Fair on topics such as: The Scientific Method and Process Choosing a Topic Completing Required Paperwork Finding Resources How to set up a Tri-Fold Board and Notebook	
	Assigned to:	Karyl Willis
	Added date:	10/02/2016
	Target Completion Date:	09/28/2016
	Comments:	
	Task Completed:	09/26/2016
19.	Parent/Title I Nights during the school year	
	Assigned to:	Christy Eubanks
	Added date:	10/07/2016
	Target Completion Date:	03/07/2017
	Frequency:	four times a year
	Comments:	September - Partnership for Parents Night November - Pastries for Parents Night (Technology) December - Winter Concert February - Math Night(K-3) March- Science Night (4-5) April - Spring Concert May - Instructional Transition Night 3-Chic-Fil-A Spirit Nights- Nights are designated once per nine weeks on the day Report Card are Released. Parents are provided opportunities to speak with teacher about instructional strategies.
	Task Completed:	02/16/2017
20.	Communicate school related activities using a variety of methods.	
	Assigned to:	Kellan Bryant
	Added date:	10/07/2016
	Target Completion Date:	03/07/2017
	Frequency:	weekly
	Comments:	connect eds, marquee, Facebook and Twitter posts, daily or weekly folders in the classroom, agendas, parent contact by phone, email, or

		conference
	Task Completed:	03/07/2017
	21. Hold Pastries for Parents on National Parent Involvement Day during breakfast in all homeroom classrooms.	
	Assigned to:	Kellan Bryant
	Added date:	11/08/2016
	Target Completion Date:	11/18/2016
	Comments:	<p>Parent Involvement Day - November 17th (Thursday) Decided at SIT meeting to do a morning event from 8:00-8:45am like pastries for parents Showcase student work (2-3 assignments/projects) Breakfast Items for all Teachers submit what they will share with parents in google form for approval to admin Share ways to further assist students at home with their education in subject of teachers choice</p> <p>Task List for Committee Members Sign In Sheet Mary Beth Moye (Nov. 16) FLYER/RSVP Document? Go home Nov. 7, due back Nov. 11- Johons/Myers in Spanish Marquee Sign (Nov. 1)- Carlisle Pastries & Orange Juice/Water-Bryant Weekly Memo (BRYANT) Weekly Agenda (ALL TEACHERS) Connect Ed Reminder (BRYANT) Nov. 10 & Nov. 16 Myers Work Displayed Outside (Classroom Teachers) Share Expectations at Grade Chair Meeting (Bryant) Nov. 7 Work Accountability (Grade Chairs) Making sure all teachers have something to share with Parents Greeters/Staff members to maintain crowd in the front lobby and direct parents to classrooms (SPECIALISTS)</p> <p>Examples of Work Videos Displaying Student Work Interactive Lesson Ipad Lesson Read to Achieve Passage- Reading Strategies</p>
	Task Completed:	11/18/2016
Implement	Percent Task Complete:	
	Objective Met:	3/8/2017
	Experience:	3/8/2017 Beginning August 2016, parents were provided resources to use at home to help students be successful in the classroom in different subject areas. The administrator consistently provides parents with weekly information and schedules of events. Staff members willingly participate in all parent night events and provide parents with the opportunities to participate in conferences regarding student success. Classroom activities and events are frequently shared with parents via Facebook, Twitter, marquee sign, and classroom newsletters.
	Sustain:	3/8/2017

		Staff will need to continue to work to provide opportunities for parents to gain instructional strategies to support their children in the classroom. Staff should continue to work on schedules that take into account a variety of activities, different subject areas, and parent obligations. Staff should continue to strategize about incentives to encourage participation by parents and students. Administration should continue to provide funds to support parent nights and events. Administration and staff should continue parent communication on a weekly basis at least.
	Evidence:	3/8/2017 Connect Ed Schedule/Log, Sign in Sheets Classroom Newsletters Peachjar Flyers Facebook Posts Pamphlets Presentations Student Samples Pictures from Parent Night Activities Teacher/Parent Communication Logs
Indicator	E1.08 - Professional development for teachers includes support for working effectively with families.(5184)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 03/08/2017
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the district level, beginning teachers participate in at least one session regarding parent communication. At the school level, we are currently brainstorming ways to provide all staff with effective training on positive and productive strategies for improving parent-teacher relationships.
Plan	Assigned to:	Laura Parks
	How it will look when fully met:	Yearly staff development implementation through effective parent-teacher conferences, positive communications on a consistent basis, and follow-up activities to keep staff focused on objective. Teachers will implement the use of training follow-up activities to improve student-centered working relationships with families. Tasks Resource Allocation through Title I-budgeting at the school level for professional development materials and training Create a School-wide professional development plan in regards to cultural awareness and working effectively with families. Level of Research done by leadership Team as to what books or training materials Model on Parent Night how effective parent communication should look.
	Target Date:	03/30/2018

	Tasks:	
	1. Create a survey on the different types of training needed for working effectively with families.	
	Assigned to:	Kellan Bryant
	Added date:	04/10/2017
	Target Completion Date:	06/23/2017
	Comments:	Possible Ideas: Conflict resolution, Active Listening, when to have face to face conversations instead of written notes.
	2. Discuss survey with staff at August opening staff meeting.	
	Assigned to:	Kellan Bryant
	Added date:	04/10/2017
	Target Completion Date:	08/25/2017
	Comments:	
	3. Research professional development options based on survey results.	
	Assigned to:	Kellan Bryant
	Added date:	04/10/2017
	Target Completion Date:	08/17/2017
	Comments:	
	4. Find resources to pay for the professional development.	
	Assigned to:	Kellan Bryant
	Added date:	04/10/2017
	Target Completion Date:	10/20/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)