

EDGECOMBE COUNTY PUBLIC SCHOOLS

Stocks Elementary School
STRATEGIC IMPROVEMENT PLAN
 2015-2016

SCHOOL/DEPARTMENT: Stocks Elementary School

VISION: Leadership. Empowerment. Success.

MISSION: We will empower ALL to learn and lead with love and respect.

DATA ANALYSIS

School Performance Grade:

Subject	Ach	Growth	Perf	Grade
Overall	22	61.0	30	F
Reading	19	68.0	29	F
Math	19	62.0	28	F
Science	42			

End of Grade test:

READY Performance Indicator	L1	L2	L3	L4	L5	CCR % Proficient	GLP % Proficient
Reading	58.7	21.9	9.2	9.2	<5	10.2	19.4
Reading 3	64.6	20.3	8.9	5.1	<5	6.3	15.2
Reading 4	54.7	20.3	10.9	14.1	<5	14.1	25
Reading 5	54.7	26.4	7.5	9.4	<5	11.3	18.9
Math	48.5	32.7	<5	12.8	<5	15.8	18.9

NEEDS ASSESSMENT

Stocks did not meet growth for the 14-15 school year with a -3.79 growth index. Our overall grade for the 14-15 school year is a F, a decrease from a D from the previous year. We met 5 of our 8 AMO targets, all were in participation and attendance. We did not meet any proficiency targets.

In reviewing our EOG scores, we had a composite score of 21.8%, with our lowest area of proficiency being in math and our highest area of proficiency in science. Our proficiency ratings in 3rd grade dropped by half of the percentage points from the previous year.

The team took into consideration that the data may not indicate cohort tracking due to differences in student enrollment as a result of the opening of the K-8 school in our district.

In science, we tripled the number of students proficient than was predicted at the beginning of the year through EVAAS. We also recognized that the percent of students scoring at a level 1 on EOG's is much higher than any other level.

Reading 3D data shows that a large percentage of students across all grades are slightly or far below grade level.

Math 3	36.7	44.3	5.1	12.7	<5	13.9	19
Math 4	65.6	17.2	<5	10.9	<5	15.6	17.2
Math 5	45.3	34	<5	15.1	<5	18.9	20.8
Science	39.6	18.9	9.4	28.3	<5	32.1	41.5
Composite	51.9	26.3	6.5	13	<5	15.3	21.8
Growth Status	Not Met						
Growth Index	-3.79						

	Year	3rd Grade	4th Grade	5th Grade	Overall
R	2012-2013	18.5 %	NA	NA	18.5%
	2013-2014	39.5%	14.8%**	25.7%**	39.5%
	2014-2015	15.2%	25%	18.9%	19.4%
M	2012-2013	32.8%	NA	NA	32.8%
	2013-2014	43%	15.9% **	13.9%**	43%
	2014-2015	19%	17.2%	20.8%	NA
S	2013-2014	NA	NA	38.6%	38.6%
	2014-2015	NA	NA	41.5%	41.5%

Reading 3D Data:

Kindergarten	DIBELS			TRC		
Proficiency	BOY	MOY	EOY	BOY	MOY	EOY
Above	1%	4%	23%	1%	4%	23%
At	17%	17%	13%	17%	17%	13%

At the beginning of the year, 74% of Kindergarten students were not proficient in Reading 3D TRC. As a result, we need to focus on providing rigorous, systematic instruction in K-2 to build foundational skills, and interventions to prevent gaps in preparedness before students enter 3rd grade.

We also need to provide interventions in reading and math for 3rd-5th grade students to begin to close the gaps that are present. Reading 3D data also shows that there is a decrease in proficiency from the beginning of year for 1st and 2nd grade compared to the end of the year.

One of the primary reasons noted is the written response to text component. We will identify and implement instructional strategies school-wide to support writing and response to text. Over the years, our math proficiency ratings have declined.

We need to provide professional development and identify key instructional resources to support math instruction. Administration, our instructional coach and BT mentors will give feedback on instructional strategies through lesson plan reviews, observations, walkthroughs and coaching meetings. All teachers will be a full cycle of evaluations in an effort to provide instructional support.

PBIS and Discipline data show that there was an increase in the number of office discipline referrals (ODR's) from the previous year. Our 4th grade students were involved in more incidents that resulted in ODR's than any other grade level.

The percent of incidents on the bus (151 incidents) versus the school setting is lower in the 14-15 school year compared to previous years. At a total of 195 ODR's, disruptive behavior and aggressive behavior represent a large majority of our reported ODR's. The number of incidents reported for African American students serve as 87% of our total report

Slightly Below	2%	66%	30%	2%	67%	29%
Far Below	80%	12%	37%	80%	12%	36%

1st Grade	DIBELS			TRC		
Proficiency	BOY	MOY	EOY	BOY	MOY	EOY
Above	29%	4%	3%	29%	4%	3%
At	26%	11%	12%	26%	11%	19%
Slightly Below	17%	12%	12%	17%	12%	6%
Far Below	28%	73%	73%	28%	73%	66%

2nd Grade	DIBELS			TRC		
Proficiency	BOY	MOY	EOY	BOY	MOY	EOY
Above	0	0%	0%	3%	52%	3%
At	58%	56%	29%	32%	22%	19%
Slightly Below	15%	11%	24%	21%	23%	6%
Far Below	27%	33%	47%	42%	3%	72%

3rd Grade	DIBELS			TRC		
Proficiency	BOY	MOY	EOY	BOY	MOY	EOY
Above	0	0	0	11%	11%	19%
At	46%	32%	32%	28%	8%	9%

incidents, 7 % were on white students, 4% were on Hispanic students and 2% were on students of two or more races.

Our student body last year was comprised of about 71% African American students, 12% white students, 12% Hispanic students and 5% students with two or more races.

The number of reported incidents in the months of March, April and May represented 51% of our total ODR's. We have a number of students that represented multiple ODR's throughout the year. We understand that incidents that result in ODR's cause disruptions in the learning environment, and result in time out of the classroom.

It is important that as a school, we fully implement a solid PBIS system and the Leader In Me model. Both of these will provide specific behavior expectations, provide a language coherency schoolwide, build a sense of responsibility in students, and support the development of relationships among staff, students and families. It is also imperative that we connect with community agencies that can assist in providing support and intervention strategies for students.

During the 14-15 school year, there was a 18.75% turnover rate of highly qualified teachers to do the loss of many veteran teachers who transferred to the newly opened K-8 school and the reconfiguring of feeder schools. We added 4th and 5th grade to our school in the 14-15 school year. There was also turnover during the school year due to resignations. This resulted in periods of time that students received instruction from substitutes, as well as time needed for students to adjust to the transition of teachers. Our 3rd, 4th and 5th grade math classes were most impacted by these changes. Our school recognizes that it is imperative to student success that we recruit, hire and retain highly qualified teachers.

3	46	93	86	120	141	54	543
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ODR Totals By Month

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
0	35	37	43	54	29	27	96	101	85	16

ODR by Race/Ethnicity

Black/AA	Hispanic	Two or more	White
473	24	10	36

Teacher Turnover Rate

	School	District
2012-2013	9.5/43 22.09%	98/442.99 22.12%
2013-2014	8/35 22.86%	110/422 26.07%
2014-2015	6/32 18.75%	95/394 24.11%

TOP PRIORITIES (3-4)

SMART GOAL #1

Stocks Elementary School scholars will achieve a 15 percentage point increase in reading comprehension, from 19.5% to 34.5%, as measured by overall Reading EOG tests.

WHAT SUCCESS LOOKS LIKE

At least 35% of our scholars will be proficient on the NC Reading End of Grade Assessments.

The number of scholars in third grade that meet Read to Achieve proficiency, either through EOG, the Read to Achieve Test, portfolio completion or the TRC proficiency level, will increase.

	<p>Increased number of scholars that are at or above proficiency for Reading 3D TRC at the end of year.</p> <p>All students will meet or exceed expected growth.</p>
SMART GOAL #2	WHAT SUCCESS LOOKS LIKE
<p>Stocks Elementary School scholars will achieve a 20% (reduction of 110 from 543) decrease in disciplinary infractions at a number of no more than 433 processed referrals by the end of the 2015-2016 school year.</p>	<p>The number of incidents that lead to office discipline referrals will reduce at least by 110, a 20% reduction.</p> <p>Reduction in the number of scholars that are involved in multiple incidents that result in office discipline referrals.</p> <p>Scholars are able to communicate the 7 Habits and apply them so that they have positive interactions and are able to self regulate.</p> <p>There will be an increase in student proficiency due to reduced classroom interruptions and a reduction in the time students are out of the classroom.</p>
SMART GOAL #3	WHAT SUCCESS LOOKS LIKE
<p>Stocks Elementary School scholars will achieve a 15 percentage point increase in math comprehension, from 18.9% to 33.9%, as measured by overall Math EOG tests.</p>	<p>At least 34% of our scholars will be proficient on the NC Math End of Grade Assessments.</p> <p>Implementation of lesson plans that allow scholars to build conceptual reasoning of mathematic principles through the use of the 8 Mathematical practices.</p> <p>All students will meet or exceed expected growth.</p> <p>The use of CFA's to obtain data that will drive instructional decisions to meet the needs of all scholars.</p>
SMART GOAL #4	WHAT SUCCESS LOOKS LIKE
<p>Stocks Elementary School will increase the highly-qualified teacher retention rate by 4% in during the 2015-2016 school year.</p>	<p>At our school we plan to retain highly-qualified teachers that are scoring proficient or above on the teacher evaluation rubric and meeting or exceeding growth.</p>

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Targeted Priority Areas

SMART Goal 1:	Stocks Elementary School scholars will achieve a 15 percentage point increase in reading comprehension, from 19.5% to 34.5%, as measured by overall Reading EOG tests.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Continuous Improvement Rigorous Curriculum and Instruction	Restructuring of the ELA block <ul style="list-style-type: none"> ● Read Aloud-Connected to Comprehension Skill/Standard ● 3 Sessions of Guided Reading - Small Group Station ● Writer's Workshop - Model and Practice and Student Conferencing 	August 2015 - June 2016	Great Habits, <i>Great Readers</i> District Purchase of <i>Teach Like a Champion</i> for New Staff	Classroom Teachers	Guided Reading Groups Lesson Plans Writing and Reading conference logs Personalized Educational Plan	Increased Proficiency in: <ul style="list-style-type: none"> ● on CFA's ● Benchmark scores ● Reading 3D data Lesson plans Walkthrough and Formal observation data Increased writing proficiency

<p>Continuous Improvement</p>	<p>Monitor reading data during PLC and SIT meetings on a quarterly basis to determine areas of need and next steps.</p> <ul style="list-style-type: none"> Data to be monitored will include, but not be limited to, Reading 3D data, district benchmark assessments, and CFA data. 	<p>August 2015 - June 2016</p>		<p>Classroom Teachers</p>	<p>CFA's District Benchmarks</p> <p>Reading 3D Data including progress monitoring data</p>	<p>Increased Proficiency in:</p> <ul style="list-style-type: none"> CFA data Benchmark scores Reading 3D data
<p>Continuous Improvement Rigorous Curriculum and Instruction</p>	<p>Utilize the reading specialists to teach the Hill Center program and to provide reading enrichment during the enhancement classes in grades 3, 4 and 5.</p> <p>Tutor assistance to provide interventions in 3rd & 4th transitional classrooms, as well as 5th grade.</p>	<p>August 2015 - June 2016</p> <p>October 2015- May 2016</p>	<p>Title I Budget for Reading Teachers</p> <p>Continued Hill Center Training and Support</p> <p>Title 1 Funding-\$25,000</p>	<p>Administration and Classroom Teachers</p>	<p>CFA's District Benchmarks</p>	<p>Increased Proficiency in:</p> <ul style="list-style-type: none"> CFA data Benchmark scores Reading 3D data
<p>Continuous Improvement Rigorous Curriculum and Instruction</p>	<p>Implementation of the Letterland program in Kindergarten- 2nd grade and as intervention in Exceptional Children classes to increase foundational reading skills.</p>	<p>August 2015 - June 2016</p>	<p>Title I Budget for 2nd grade Letterland Kits and professional development</p> <p>District EC funds to provide professional development to EC teachers</p>	<p>Administrators Teachers</p>	<p>Reading 3D Data including progress monitoring data</p> <p>PD Rosters</p>	<p>Increased Proficiency in:</p> <ul style="list-style-type: none"> CFA data Benchmark scores Reading 3D data

Continuous Improvement Rigorous Curriculum and Instruction	Utilize technological programs to intervene and enrich reading instruction: <ul style="list-style-type: none"> ● Reading Eggs ● SuccessMaker ● Starfall ● Imagine Learning 	August 2015 - June 2016	Title I Budget for Letterland Kits. Reading Eggs, SuccessMaker and Starfall K-2 ; \$10,000 District Title 3 for Imagine Learning	Administrators Teachers	Reading 3D Data including progress monitoring data	Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores ● Reading 3D data
Continuous Improvement Rigorous Curriculum and Instruction Relationships	Extend planning period, from 50 minutes to 70 minutes once a week for grade level teachers to meet for PLC's in effort to discuss data, identify interventions, and plan instruction	August 2015 - June 2016	Encore teachers provide coverage on extended PLC days.	Administrators Teachers	Reading 3D Data including progress monitoring data	Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores ● Reading 3D data
Continuous Improvement Rigorous Curriculum and Instruction	The use of Reading Buddies to promote a love for reading and develop reading fluency. <ul style="list-style-type: none"> ● Cross grade level, Peer to Peer ● Adult volunteer to Student 	August 2015- June 2016		Classroom Teachers Students Adult Volunteers	Progress Monitoring Volunteer sign-in Calendar for peer to peer sessions	Increased vocabulary and increased reading fluency as measured through Reading 3D DIBELS and TRC Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores ● Reading 3D data

Continuous Improvement Rigorous Curriculum and Instruction Relationships	Extend planning period, from 50 minutes to 70 minutes once a week for grade level teachers to meet for PLC's in effort to discuss data, identify interventions, and plan instruction	August 2015 - June 2016	Encore teachers provide coverage on extended PLC days.	Administrators Teachers	PLC minutes	Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores ● Reading 3D data

Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	

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Targeted Priority Areas

SMART Goal 2: Stocks Elementary School scholars will achieve a 20% (reduction of 110 from 543) decrease in disciplinary infractions at a number of no more than 433 processed referrals by the end of the 2015-2016 school year.						
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Rigorous Curriculum & Instruction, Safe Schools, Relationships	School wide implementation of five strategically identified “Teach Like A Champion” strategies. <ul style="list-style-type: none"> ● Provide professional development in faculty meetings ● follow-up on implementation and impact through walkthroughs and observations ● Provide professional development on strategies to teacher assistance through their PLC’s 	September 2015- June 2016	<i>Teach Like a Champion</i> and <i>Teach Like a Champion 2.0</i> books	Teachers Instructional Assistants Support staff Administration	Professional Development Agenda Read 3D TRC data PBIS Viking Cards	Increase in student performance on Read 3D TRC data and EOG assessments Decrease in ODR’s by 20 % Increased PBIS reward celebration attendance Observation ratings of proficient or higher on NC Teacher Evaluation rubric standards
Community Building Relationships	School wide implementation of Leader In Me	June 2018	Title 1 Funding; > \$20,000	All staff Administration	PTO log Coffee talk log	Decrease in ODR’s by %

Safe Schools	<ul style="list-style-type: none"> parent sessions to learn about Leader In Me Leader In Me Professional Development 		<p>Leader In Me professional development</p> <p>Use of Leader In Me website</p> <p>Leader In Me Coach</p>		<p>Lesson plans</p> <p>Monthly PBIS report</p>	<p>Leadership opportunities for students, staff, parents, and community members</p>
Community Building Relationships Safe Schools	<p>Implementation of a blended PBIS/Leader in Me process</p> <ul style="list-style-type: none"> Provide an opportunity for students and staff to integrate global learning and teaching tolerance of other cultures. Instruction will occur through daily morning meetings, Vessel Days, morning announcement, individual conferencing and integrated into lesson plans. 	June 2018		All Staff	<p>PBIS Matrix</p> <p>Leader In Me lesson plans</p> <p>Volunteer Log</p>	<p>Decrease in ODR's due to an increase in community and parent involvement</p> <p>Improve school culture by:</p> <ul style="list-style-type: none"> Morning meetings Global Vessel Days Morning Announcements
Community Building Relationships Safe Schools	<p>Continue school-wide Mentor program</p> <ul style="list-style-type: none"> Help support students develop leadership and social/emotional sustainability. 	August 2015- June 2016		Administration Volunteers	<p>Volunteer Log</p> <p>Mentor/Mentee Assignment</p> <p>Weekly Coaching plans</p>	Mentor Log
Community Building	Partner with Community Resources	October 2015-	Title I funds for professional	ECU psychology practicum	Bullying Summit agenda	Bullying Summit attendance

Relationships Safe Schools	<ul style="list-style-type: none"> ● Provide mental health and behavioral support for a targeted group of students that meet the required criteria . ● Create the opportunity for students to participate in assemblies, summits, and field trips that promote tolerance, safety, and respect for individuals. 	June 2016	development Local funds for field trips	students Eastpointe School Counselor		
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Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	

EDGECOMBE COUNTY PUBLIC SCHOOLS

Stocks Elementary School

Targeted Priority Areas

SMART Goal 3: Stocks Elementary School scholars will achieve a 15 percentage point increase in math comprehension, from 18.9% to 33.9%, as measured by overall Math EOG tests.						
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Rigorous Curriculum and Instruction Continuous Improvement	Teachers will teach the 8 Mathematical Practices and other research based instructional strategies to increase rigor in the classroom.	August 2015 - June 2016	North Carolina DPI Math wiki <i>Mathematical Discussions in the Classroom</i> text <i>Teach Like a Champion</i>	Administrators Instructional Coach Math Teachers	Teach Like a Champion strategies Lesson plans Walk-throughs Teacher evaluation ratings Professional development rosters	Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores ● K-2 math assessments ● End of Grade tests
Rigorous Curriculum and Instruction Continuous Improvement	Do Now's-Teachers will provide students with a spiraling daily math activity focusing on higher order thinking skills.	August, 2015 – June 2016	Online resources	Teachers	Math morning work Teacher-made activities	Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores

						<ul style="list-style-type: none"> ● K-2 math assessments ● End of Grade tests
Continuous Improvement Rigorous Curriculum and Instruction Relationships	Extend planning period, from 50 minutes to 70 minutes once a week for grade level teachers to meet for PLC's in effort to discuss data, identify interventions, and plan instruction	August 2015 - June 2016	Encore teachers provide coverage on extended PLC days.	Administrators Teachers	PLC minutes	Increased Proficiency in: <ul style="list-style-type: none"> ● CFA data ● Benchmark scores ● Reading 3D data
Providing Rigorous Curriculum and Instruction Continuous Improvement	Teachers use data from the District Benchmarks and Proof of Concept Assessments (5th grade only) to guide reteaching during IE and small group instruction.	Benchmark: Oct./Nov., 2015 Jan. 2016, April 2016, District CFA schedule from August, 2015 – June, 2016	District Created Benchmarks Proof of Concept test in 5th grade K-2 Math Assessment	Administrators Teachers Instructional Coach	District Benchmarks Proof of Concept (5th grade) K-2 Math Assessment	Increased Proficiency in: <ul style="list-style-type: none"> ● District Benchmark Data ● Proof of Concept data (5th grade) ● K-2 Math assessment data
Providing Rigorous Curriculum and Instruction	Teachers use the CFA data to drive differentiated instruction based on pre/post tests. <ul style="list-style-type: none"> ● 3rd -5th grade will use the district CFA 	August 2015- May 2016	District Created CFA's Pre and Post Tests	Administrators Teachers Instructional	District Created CFAs (3-5) Pre and Post Test Teacher Created	Increased proficiency on: <ul style="list-style-type: none"> ● District Benchmark Data ● Proof of

Continuous Improvement	<ul style="list-style-type: none"> calendar Kindergarten-2nd grade will administer a teacher created CFA at least every two weeks. 			Coach	CFAs (K-2)	Concept data (5th grade) <ul style="list-style-type: none"> K-2 Math assessment data CFA Data
Providing Rigorous Curriculum Instruction Continuous Improvement and Community	School Wide use of DreamBox <ul style="list-style-type: none"> Students can access at home as well- will send Home Connect letter Students will have access during the summer to build the math proficiency 	October 2015- June 2016	Title 1 funds- \$7,000 Title 1 funds- pay salary for teacher assistant to oversee computer lab (Viking Time) once a week for each class	Administrators Teachers Instructional Coach Viking Time Assistant	Data from DreamBox	Increased Proficiency in: <ul style="list-style-type: none"> CFA data Benchmark scores K-2 math assessments End of Grade tests

Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	



EDGECOMBE COUNTY PUBLIC SCHOOLS

Stocks Elementary School

Targeted Priority Areas

Priority Area #4:

SMART Goal 4:	Teacher Retention					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Rigorous Curriculum & Instruction, Safe Schools, Relationships	Create a successful new teacher orientation <ul style="list-style-type: none"> ● Building orientation ● Staff Playbook ● Activities that promote PLC ● Set the foundation for expectations ● Support TFA initiatives 	August 2015 & as teachers new to the building are hired		Administrative Team Instructional Coach School Level Mentors Buddy Teachers	Agenda Playbook Orientation Checklist Surveys	New teachers are orientated to new school with a sense of support and direction Successful opening of school for students and staff.
Rigorous Curriculum & Instruction, Continuous Improvement Relationships	Beginning Teacher (BT) In-School Mentor <ul style="list-style-type: none"> ● Provides instructional and management support for new teachers ● Reviews lesson plans and provides feedback weekly ● Mentors strategically placed with teachers 	August 2015- June 2016	District provides funding for one position for every 4 beginning teachers- Mentor is paid \$100 a month x's 3 mentors.	Administrative Team Instructional Coach School Level Mentors	Mentor/Mentee Logs PLC agendas/minutes Action team agendas/minutes	Increased teacher retention rate Increased proficiency ratings per Teacher Evaluation instrument

	based on area of experience and expertise					
Rigorous Curriculum & Instruction, Continuous Improvement , Relationships	<p>Create a school culture of support</p> <ul style="list-style-type: none"> ● Role of administration is one of servant leadership ● Front load common themes for improvement and support ● Build collaborative relationships through <ul style="list-style-type: none"> ○ Leader In Me accountability partners; ○ Daily common planning; ○ Weekly PLC's ○ Creation of action teams ● Implement a coaching model with administration, the instructional coach, and teachers that is inclusive of an observation and reflection cycle. 	August 2015- June 2016		Administrative Team Staff Action Teams Instructional Coach	PLC agendas and notes Action team agenda and notes	Increased teacher retention rate Increased proficiency ratings per Teacher Evaluation instrument
Continuous Improvement , Relationships	<p>Use quarterly surveys and use data to drive leadership decisions</p> <ul style="list-style-type: none"> ● Use Google Docs to 	August 2015- June 2016		Administrative Team Staff	survey and results	Create ownership for all staff to better meet the needs of students

	<p>create quarterly surveys for all staff</p> <ul style="list-style-type: none"> ● Data to drive decisions ● Create various opportunities for staff to provide feedback 					<p>85% job satisfaction rate on quarterly surveys</p> <p>Staff to take part in important decisions</p> <p>Teacher Working Conditions survey</p>
Relationships Community	<p>Staff Incentives</p> <ul style="list-style-type: none"> ● Refreshments provided at staff meetings, early release days, holiday staff engagements, Education week ● Door Prizes ● T-shirts ● Staff family events 	August 2015-June 2016	School general funds account and donations	<p>Administrative Team</p> <p>Instructional Coach</p> <p>Staff</p> <p>Community Sponsors</p> <p>PTO</p>	<p>Week at a Glance</p> <p>Newsletters</p> <p>Staff Survey</p>	<p>Increased staff morale as reported on quarterly surveys</p> <p>Increased ratings on Teacher Working Conditions Survey</p>
Relationships	<p>Staff Celebrations</p> <ul style="list-style-type: none"> ● Recognition of staff during weekly Friday Hallway Huddle ● Monthly Star Teacher Recognition ● Monthly Star Classified Staff Recognition ● Recognition of staff 	August 2015-June 2016	School general funds account and donations	<p>Administrative Team</p> <p>Instructional Coach</p> <p>Staff</p> <p>Community Sponsors</p>	<p>Week at a Glance</p> <p>Newsletters</p> <p>Staff Survey</p>	<p>Increased staff morale as reported on quarterly surveys</p> <p>Increased ratings on Teacher Working Conditions</p>

	accomplishments in Week At a Glance			PTO		Survey
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Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	

