

## Comprehensive Progress Report

**Mission:**

Mission Statement: The mission of Marjorie Williams Academy is to offer a stable, emotionally supportive, educational environment for children with a goal of empowering each child to achieve his or her real academic and social potential.

**Vision:**

Vision: The vision of Marjorie Williams Academy is to become a model school for academic achievement.

**Goals:**

100% teachers will provide data-driven instructional reform/intervention strategies for any student who does not show 60% proficiency on assessments.

100% of teachers will work with the MTSS Coordinator to implement tier interventions with fidelity.

100% of teachers will create a classroom environment that is guided by The Sanctuary Model of Care and Teaching with Love and Logic models.



! = Past Due Objectives      KEY = Key Indicator						
Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			In addition to the NCEES process, each teacher is required to observe and be observed by each staff member. The teacher fills out 3 concepts they would like to approve on in the instructional practice. Once the observation has been complete the observing teacher makes a copy and gives a copy to the teacher and one to the principal. At the end of the year, the principal reviews all the peer evaluations and then observes the teacher to see how they have improved over the year.	Full Implementation 08/12/2021		

		<b>A1.04</b>	<b>ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			All teachers assess their student progress weekly, monthly and quarterly depending on the assessment and results. Teams meet weekly to discuss student assessments and differentiation strategies or curriculum adjustments to address the child's needs	Full Implementation 08/12/2021		
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			All teacher employ effective classroom management procedures and positively teach them according to Sanctuary Model of Care and Teaching with Love and Logic.	Full Implementation 09/26/2022		

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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		<b>A2.01</b>	<b>Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Instructional Teams (elementary, middle school, and high school) meet weekly on Mondays for a minimum of 45 minutes to review implementation of effective practice and student progress. Meeting minutes are taken and the minutes are brought to the leadership team to review and implement policy or programs to assist with the concerns. The meeting minutes are uploaded into Indistar.	Full Implementation 03/09/2021		

	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Although instructional teams meet weekly for approximately an hour, and we have required workdays to at the beginning of the year to develop units, there is not a monthly time available for teams to meet without interruption to refine instructional plans. Required workdays will be built into the calendar for the upcoming year in order to implement this goal.	No Development 03/09/2021			
	Priority Score: 2                      Opportunity Score: 2	Index Score: 4			
<b>How it will look when fully met:</b>	Five required workdays will be implemented into the school year calendar to allow for teachers to meet in teams in 4-6 hour blocks to refine units of instruction.	<b>Objective Met 08/12/21</b>	<b>Cyndi Austin</b>	<b>06/01/2022</b>	
<b>Actions</b>					
3/9/21	The 2021-2022 calendar will include at least 5 required workdays.	Complete 08/01/2021	Cyndi Austin	08/01/2021	
<i>Notes:</i>					
<b>Implementation:</b>			08/12/2021		
<b>Evidence</b>	8/12/2021 - Calendar posted on our website at <a href="http://www.williamsacademy.org">www.williamsacademy.org</a>				
<b>Experience</b>	8/12/2021 Workdays have been reinstated in the calendar for the 2021-2022 school year since remote learning days are no longer required.				
<b>Sustainability</b>	8/12/2021 - We will continue to include workdays in the upcoming calendar years				

		<b>A2.03</b>	<b>The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
		<b>Initial Assessment:</b>	The principal does not spend 50% of her time working directly with teachers to improve instruction. A curriculum coach was hired to help with this indicator, however with the other duties of both the principal and curriculum coach the time spent with teachers still falls short of the 50% mark. The curriculum coach will be relieved of extra duties such as teaching in the upcoming year and take on the role of AP. An office assistant will be hired to help alleviate time on tasks that take away from the time the principal and AP can spend in the classroom.	Limited Development 03/09/2021		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
		<b>How it will look when fully met:</b>	The AP and office assistant will officially assume the position August 1, 2021. The AP and assistant will work together on daily procedures that the assistant will undertake. The AP and principal will work out a schedule that will allow the AP and/or Principal to be in the classrooms 50% of the day observing, evaluating, and coaching.	<b>Objective Met 08/12/21</b>	<b>Cyndi Austin</b>	<b>06/01/2022</b>
<b>Actions</b>						
	3/9/21		Move curriculum coach to AP position and hire an office assistant	Complete 08/01/2021	Cyndi Austin	08/01/2021
<i>Notes:</i>						
		<b>Implementation:</b>		08/12/2021		
		<b>Evidence</b>	8/12/2021 - payroll and visual walkthrough			
		<b>Experience</b>	8/12/2021 - An office assistance and community liaison have been hired to complete daily tasks that took away from the AP and Principals ability to observe classroom instruction.			
		<b>Sustainability</b>	8/12/2021 - The 2 positions have already proven to be beneficial in allowing the principal to be in the classroom. The principal is visible and goes into classrooms 2x a day.			
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>		Teachers submit weekly lesson plans that detail the standard aligned unit for each subject and grade level. The plans also align to the technology quadrant and rigor and relevance chart.	Full Implementation 06/02/2022		
	<b>A2.05</b>	<b>ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All teachers develop weekly lesson plans based on aligned units of instruction. The template is universal and includes the standard, differentiated instruction strategies, quadrant strategies used, plan for assessment etc. The principal and curriculum coach randomly check the google doc for completion and refer to the document before an observation.	Full Implementation 03/09/2021		
	<b>A2.06</b>	<b>ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Some but not all teachers reinforce elements of mastered knowledge. Mentors are working on helping teachers to spiral the instruction as a best practice but many teachers struggle with the time involved to spiral the curriculum. Mentors will work with the teachers and offer PD on how to spiral the curriculum while staying on target with their pacing guide.	Limited Development 03/09/2021		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		PD will be offered to assist teachers in how to spiral the curriculum while maintaining their pacing guide. Observations will be conducted throughout the year to check for progress and offer coaching.	<b>Objective Met 06/02/22</b>	<b>Jessica Mains</b>	<b>06/01/2022</b>
<b>Actions</b>					
	3/9/21	At least 2 PD sessions will be implemented in the fall and spring to help teachers to spiral the curriculum and maintain an effective pacing guide. Observations will be conducted to check for progress and offer coaching when needed.	Complete 05/27/2022	Jessica Mains	06/01/2022

Notes:

<b>Implementation:</b>			06/02/2022		
<b>Evidence</b>	6/2/2022 Team level meeting minutes, Leadership meetings posted in Indistar, progress monitoring, Benchmark scores, and EOG/EOC scores.				
<b>Experience</b>	6/2/2022 - We took a whole school approach to integrating and spiraling the curriculum. Teachers met in teams and across grade levels in content area to not only spiral the curriculum within the class but across grade levels.				
<b>Sustainability</b>	6/2/2022 - We will continue to have PD, meet in grade level teams weekly, and content level meetings quarterly.				
	<b>A2.07</b>	<b>ALL teachers include vocabulary development as learning objectives. (5097)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Many teachers include vocabulary development as learning objectives but not all.	Limited Development 03/09/2021		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		The mentors will encourage and observe for strategies that incorporate vocabulary development beyond a bell ringer activity or word walls.	<b>Objective Met 06/02/22</b>	<b>Jessica Mains</b>	<b>06/01/2022</b>
<b>Actions</b>					
	3/9/21	Provide PD on strategies in how to incorporate vocabulary in daily instruction and how to assess the effectiveness of the strategies.	Complete 06/01/2021	Jessica Mains	06/01/2021
<b>Notes:</b>					
	11/2/21	AP will observe for fidelity in vocabulary implementation in instruction	Complete 05/27/2022	Jessica Mains	06/01/2022

Notes:

<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	6/2/2022 Word walls, observation data, walk-throughs, assessment scores.			
<b>Experience</b>	6/2/2022 Teachers began to use the assessment terminology in the classroom. Word walls with vocabulary and definitions were added to and displayed throughout the year.			
<b>Sustainability</b>	6/2/2022 Teachers will continue to use assessment vocabulary in regular instruction and add to and refer to the word wall. Mentors and evaluators will continue to check for vocabulary use with fidelity.			

		<b>A2.13</b>	<b>Units of instruction include standards-based objectives and criteria for mastery.(5103)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			All units of instruction include standards-based objectives and criteria for mastery. However, while these components are in the lesson plan that are not carried out with fidelity in the instruction. Teachers are working on following through on the standards-based objectives and providing rubrics that list the criteria for mastery.	Limited Development 03/09/2021		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			Lesson plans will be checked for standards-based objectives and observations conducted for evidence of the objectives in the instruction. PD will be given on best practice on standards-based instruction and the formulation and use of rubrics for criteria of mastery.	<b>Objective Met 06/02/22</b>	<b>Jessica Mains</b>	<b>06/01/2022</b>
<b>Actions</b>						
	3/9/21		PD will be provided in the fall and spring on standards-based objectives and rubrics that show criteria of mastery.	Complete 06/17/2022	Jessica Mains	06/01/2022
<i>Notes:</i>						
<b>Implementation:</b>				06/02/2022		
	<b>Evidence</b>		6/2/2022 PD agendas, PD calendar, Observation and walk-through data.			
	<b>Experience</b>		6/2/2022 PD was provided in the fall and spring on standard-based objectives and rubrics.			
	<b>Sustainability</b>		6/2/2022 Two PD sessions will continue to be provided each year on standard-based objectives and rubrics.			
		<b>A2.14</b>	<b>Units of instruction include specific learning activities aligned to objectives.(5104)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			All teachers submit their lesson plans the week of the lesson. The lesson plan template includes NCSCOS standard, learning target, differentiation strategy, technology quadrant, rigor quadrant, rubric, formative assessment, student reflection/self-assessment.	Full Implementation 09/26/2022		
		<b>A2.17</b>	<b>ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



<b>Initial Assessment:</b>			Marjorie Williams is a Sanctuary certified school and one that incorporates Teaching with Love and Logic. All teachers establish classroom norms for personal responsibility, cooperation and concern for others. Each day the class begins with a community meeting in which each student is asked and takes turns asking 3 questions: 1. How are you feeling? 2. What is your goal for today? 3. Who will you ask to help you? Each classroom also has a classroom safety plan that is developed with the teachers and students. This plan lists 5 actions the students can take when they are not feeling safe mentally or physically. There is also a time-out space in the office that students are allowed to come to if they feel they need a break.	Full Implementation 03/09/2021		
	<b>A2.20</b>	<b>All teachers use appropriate technological tools to enhance instruction.(5306)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<b>Initial Assessment:</b>			Limited Development 03/09/2021			
<b>How it will look when fully met:</b>				<b>Cyndi Austin</b>	<b>10/04/2021</b>	
<b>Actions</b>						
<i>Notes:</i>						
	<b>A2.22</b>	<b>All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

<b><i>Initial Assessment:</i></b>	Team level meetings are held every Monday. The teachers review lesson plans, student performance, assessment data and differentiate instruction based on the data. Enrichment/Intervention groups are arranged/rearranged accordingly.	Full Implementation 09/26/2022		
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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional teams meet weekly and use data to identify students in need of instructional support or enhancement. Monthly data meetings are held to review the data wall and schedule intervention/enhancement groups accordingly.	Limited Development 11/03/2021		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		All students will be making growth through all assessments (progress monitoring, benchmarks etc.) and displayed on the data wall.	<b>Objective Met 06/02/22</b>	<b>Jessica Mains</b>	<b>06/01/2022</b>
<b>Actions</b>					
	11/3/21	Teams will continue with weekly team meetings and monthly data days to monitor academic growth. Intervention/enhancement groups will be reassigned.	Complete 05/27/2022	Jessica Mains	06/01/2022
<i>Notes:</i>					
<b>Implementation:</b>			06/02/2022		
<b>Evidence</b>		6/2/2022 Assessment scores, EOG/EOC, team meeting minutes, leadership meeting minutes			
<b>Experience</b>		6/2/2022 Teams met weekly and reviewed data. Intervention groups were assigned and monitored. Changes to groups were made accordingly.			
<b>Sustainability</b>		6/2/2022 We will continue the weekly team meetings and reviewing of student data. Intervention groups will be assigned early in the year and the MTSS Coordinator will gather and review data on a regular basis and adjustments to the interventions and tier strategies will be made and monitored.			
	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>			Instructional Teams (including the EC teachers) track and maintain records of student learning data to determine progress toward meeting IEP goals. EC teachers record meeting minutes and record necessary information in the students' files.	Full Implementation 11/03/2021		
	<b>A3.04</b>	<b>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)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Team level meetings are held every Monday. The teachers review lesson plans, student performance, assessment data and differentiate instruction based on the data. Enrichment/Intervention groups are arranged/rearranged accordingly.	Full Implementation 09/26/2022		
	<b>A3.05</b>	<b>The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Students are assessed a minimum of 3 times a year through progress monitoring, Benchmarks using iStation, Dibbles, 6 Minute Solution, NC Check-Ins, Case/Te21, and School Net. Weekly team level meeting minutes, week leadership team minutes, and monthly data meetings show ongoing discussion and data analysis.	Full Implementation 11/03/2021		
	<b>A3.09</b>	<b>All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			All teachers provide differentiated assignments but it is not at a level that we feel would classify us as Full Implementation.	Limited Development 11/03/2021		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			All teachers will have an imbedded practice of offering differentiated assignments with fidelity.	<b>Objective Met 06/02/22</b>	<b>Jessica Mains</b>	<b>06/01/2022</b>
<b>Actions</b>						
	11/3/21	The AP will include checking for differentiated assignments in her ICE observations and make note of the level of fidelity.		Complete 05/20/2022	Jessica Mains	06/01/2022

Notes:

<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	6/2/2022 Assessment data, MTSS intervention strategies, team level minutes, observation data.			
<b>Experience</b>	6/2/2022 With the help of the EC Dept and MTSS team, teachers were provided tier intervention strategies to implement with their students in the classroom.			
<b>Sustainability</b>	6/2/2022 We will continue to have weekly team level meetings, data meetings with the MTSS Coordinator and the EC Dept. The MTSS Coordinator will work daily with the data of all K-12 students and provide the teachers with the best intervention and differentiation strategies.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The Academy fully implemented MTSS in 2018-2019 school year. With the school closure due to COVID we have not been able to reach our full implementation statues that we had at the end of 2019. We have begun the process and are hoping be back to full implementation at the end of 2022.	Limited Development 08/12/2021			
<i>How it will look when fully met:</i>		We will be fully implemented when we have consistently held meetings where student progress through the tiers has been fully documented		Whitney Shoupe	06/02/2023	
<b>Actions</b>			<b>0 of 1 (0%)</b>			
	6/2/22	The MTSS Coordinator will have regular meetings with all grade levels to discuss specific tier intervention strategies.		Whitney Shoupe	06/02/2023	
<i>Notes:</i>						
KEY	A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Our EC team works well with regular education teachers. The EC team sits in on all weekly team meetings and an EC representative is on the leadership team. MTSS and EC review data and work together to ensure that students are properly identified and receive the services they need.	Full Implementation 03/09/2021			

	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Instructional teams utilize student learning data to determine whether a student requires a referral for EC services. MTSS, EC and regular education teachers meet regularly to review student data, monitor the MTSS tier intervention and determine the appropriateness of a referral.	Limited Development 03/09/2021			
	Priority Score: 2                      Opportunity Score: 2	Index Score: 4			
<i>How it will look when fully met:</i>	The new guidelines around MTSS and EC referral process needs to be reviewed and our referral procedures need to be updated to reflect the change in the referral process.	Objective Met 11/02/21	Lisa Wright	10/04/2021	
<b>Actions</b>					
3/9/21	Our EC Director and MTSS Coordinator will update our referral procedures based on the new guidelines coming from NCDPI.	Complete 11/02/2021	Michelle Dellinger	10/04/2021	
<i>Notes:</i>					
<b>Implementation:</b>			11/02/2021		
<i>Evidence</i>	11/2/2021 - Meeting minutes, data wall, and student assessment data is on file.				
<i>Experience</i>	11/2/2021 Instructional teams utilized student learning data to determine whether a student required a referral for EC services. MTSS, EC and regular education teachers meet regularly to review student data, monitor the MTSS tier intervention and determine the appropriateness of a referral.				
<i>Sustainability</i>	11/2/2021 Data days to discuss student data will continue monthly. Teachers will continue to implement interventions focusing on Tier II before a referral is made.				
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>		Marjorie Williams Academy is a Sanctuary certified school that is also trained in Teaching with Love and Logic. The Academy promotes social and emotional competency in school rituals and routines. Student success is celebrated regularly, mistakes are made but failure is not an option, so students know that you change course when you make a mistake, and it is not acceptable to give up on yourself and your dreams. Sanctuary and Love and Logic guidelines are hung throughout the school to remind students of their worth and their competency to succeed.	Full Implementation 03/09/2021		
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Williams Academy is a certified Sanctuary Model of Care and Teaching with Love and Logic academy. Teachers have been trained and receive continuing PD on the Sanctuary Model and Teaching with Love and Logic, both trauma-informed models.	Full Implementation 09/26/2022		
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our process and procedures for student transitions were derailed with the COVID school closure. We have decided to return to our procedures but because we are restarting we are marking the level of development to Limited.	Limited Development 08/12/2021		
<b>How it will look when fully met:</b>		Throughout the year we have MTSS and Team level meetings to address student progress. At the end of the year the leadership team will collaborate on the best course of action to transition students.	<b>Objective Met 06/02/22</b>	<b>Jessica Mains</b>	<b>06/02/2023</b>
<b>Actions</b>					
	11/3/21	The weekly Leadership Team will address any issues related to EC and transition throughout the year. Parents will be contacted and a meeting set up if concerns over the transition require it.	Complete 06/01/2022	Lisa Wright	06/01/2022
<i>Notes:</i>					



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Marjorie Williams Academy redesigned their school improvement team in 2017-2018 school year. The team meets every Tuesday. Meeting minutes are recorded in Indistar and the agenda is based on the concerns/suggestions by the teachers who brought their concerns to the team leads at their Monday team meetings. The team leads sit on the leadership team.	Full Implementation 03/09/2021		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Leadership Team meets every Tuesday to discuss the issues brought to the Team Leads at the team level meetings on Monday. Meeting minutes are uploaded in Indistar.	Full Implementation 06/02/2022		
	B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal has an open door policy and encourages students, parents and staff to voice any concerns. Team level meetings are held on Monday and the team lead brings any concerns to the leadership team on Tuesday. All concerns are addressed in a timely manner. The grievance policy is published and given to any individual who feels their concerns have not been handled satisfactorily. A suggestion box sits on the table in the front lobby and is checked regularly.	Full Implementation 09/26/2022		
	B1.07	The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	The leadership team meets weekly to review team level meeting concerns and data that includes but is not limited to assessment, work-site wellness, attendance, and discipline data. Policy, procedures, and PD are set accordingly.	Full Implementation 09/26/2022		
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	K-8 teachers have common planning. This common planning is achieved by scheduling the students in their "specials" class at the same time. Elementary specials are from 1:40-2:40 and middle school specials are from 10:20-11:20. Due to the small size of our high school we are not able to offer a common planning, but high school teachers do have a 90 minute planning period and a 10:1 student to teacher ratio.	Full Implementation 03/09/2021		
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KEY	B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	The principal has built leadership capacity by providing teachers the opportunity to be the team lead for their grade level. One teacher has moved to AP and another to program coordinator. The school-wide focus is on improving instruction in order to improve the school report card grade.	Full Implementation 09/26/2022		
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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal conducts a daily walk-thru but does not spend 50% of her day in the classroom observing teaching and learning.	Limited Development 08/23/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The principal has committed to visit each team-level classroom once a week (Elementary, MS, and HS) for at least 30 mins a day. The principal will document the visit and make notes of suggestions and questions based on the MTSS ICE walk-through rubric. The principal will provide feedback to the teacher within 24 hours of the visit. Teacher and principal will sign the document at the conference. Documentation will be kept in the observation notebook in the office.	<b>Objective Met 03/09/21</b>	<b>Cyndi Austin</b>	<b>06/01/2018</b>
<b>Actions</b>					
	10/26/16	The principal has committed to visit each team-level classroom once a week (Elementary, MS, and HS) for at least 30 mins a day. The principal will document the visit and make notes of suggestions and questions based on the MTSS ICE walk-through rubric. The principal will provide feedback to the teacher within 24 hours of the visit. Teacher and principal will sign the document at the conference. Documentation will be kept in the observation notebook in the office.	Complete 06/04/2018	Cyndi Austin	06/04/2018
<i>Notes:</i>					
<b>Implementation:</b>			03/09/2021		
<i>Evidence</i>	6/4/2018	The federal monitoring of our NCEES compliance will consistently who our full and effective implementation.			
<i>Experience</i>	6/4/2018	The principal and the curriculum coach created a process for all observations to be completed according to NCEES schedule. Peer observations have also been assigned and completed by Jan of each school year.			
<i>Sustainability</i>	6/4/2018	The principal and designee will continue the observation schedule according to NCEES timeline			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The PD schedule is set according to the TWCS, observation data (ICE, NCEES and Peer obs.), and well as formative and summative assessment data. The data wall is updated regularly and all teachers have access to the information. PD and school improvement decisions are based on the area of need.	Full Implementation 09/26/2022		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Marjorie Williams Academy uses TeacherMatch to recruit. All applications are screened for appropriate licensure and the top 3-4 candidates are brought in for an interview. The interview team consists of the principal, Director of Student Affairs, team lead for the open position, a team teacher for the open position, and when available and appropriate a student is brought in to ask questions.</p> <p>Teachers are evaluated according the NCEES protocol and the time schedule set by the Academy policy. NCEES observations and peer observations help to inform the principal and designee in coaching teachers in best practices. Action plans are used if necessary and when necessary non-contract renewal conversation are had and documented.</p> <p>Teachers are celebrated monthly with b-days, appreciation food by the Board, and gifts. Bonuses are given twice a year.</p>	Full Implementation 03/09/2021		

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Resource Allocation</b>			
	<b>D1.02</b>	<b>The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As a single-school district, Williams Academy allocates resources to meet the school's instructional priorities. Teachers are given a \$500 allotment for instructional supplies in addition to school-wide curriculum resources that are provided by the school. Tutors in math and reading are hired to provided in-school assistance for students who need extra help closing the achievement gap and bring them to grade level.	Full Implementation 09/26/2022		
	<b>D1.03</b>	<b>The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The Leadership Team meets weekly and is given autonomy over decisions through discussion and voting. The principal guides the discussion based on laws and requirements but does not vote.	Full Implementation 11/03/2021		

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Facilities and technology</b>			
	<b>D2.05</b>	<b>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Williams Academy is a certified Sanctuary school and a certified Love and Logic school. The staff is fully trained in these behavior models that focus on physical, social, and emotional behaviors. Students who are not exhibiting safe behavior are sent to the office where they have a "time out" or "social isolation" place where they can talk to the community liaison about any issue. Once the student is able to return to the learning environment without being a disruption to themselves or others, they are sent back to class.	Full Implementation 08/12/2021		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Marjorie Williams Academy communicates regularly with parents/guardians through PhoneTree, email, website, and social media about expectations and the importance of the school to home and home to school consistency. Pamphlets are given out and prominently displayed with tips on how to continue the learning environment after they leave the school building. Teachers offer support with supplemental age-appropriate material the parents can use in the home. Teachers are also available by phone, email and weekly parent/teacher meetings to address any concerns. A weekly At-Risk report is sent out to parents on every student making below a C in any class.</p>	<p>Full Implementation 03/09/2021</p>		