

Comprehensive Progress Report

Mission: Mission: To prepare students to be leaders in our school, community and world.

Vision: Shady Brook staff is committed to work together and do whatever it takes to assure that all children learn.

Goals:

- By 2020 student performance will be at or above the state average for all federal and state targets
- By 2020 KCS will exceed school-wide expected growth as measured by EVAAS data
- Achieve 53% Proficiency Composite in 3rd, 4th, and 5th Grade as measure by the EOG
- Increase reading proficiency by 5 percent across all grade levels at the EOY
- Increase math proficiency by 5 percent across all grade levels at the EOY
- Increase the proficiency and growth of all our students by intentionally transitioning our CTM structure to focus on Tier I and Tier 2 students, while ensuring the intervention fidelity of our Tier 3 students outside of our CTM process.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Shady Brook Elementary has achieved green ribbon status, and has a well established and well understood plan for all three student tiers. Shady Brook has a high functioning team that communicates with all stake holders and evaluates/responds to student data and creates reward plans and interventions for all groups of students in each of the 3 tiers.	Limited Development 08/22/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Shady Brook's PBIS team and PBIS endeavors will work in concert, and as a part, of our Shady Brook Leadership team. The team will utilize student and school wide data to direct all action plans and reward endeavors regarding all three student tiers, and will be in sync with school leadership team goals and actions. School staff will participate in understanding more about the social and emotional needs of our students.		Jill Dancy	06/09/2021
Actions			13 of 14 (93%)		
8/22/17		Shady Brook will create its 2017-2018 PBIS team, and create a school wide plan to address all three tiers of students in concert with our School Improvement Plan.	Complete 09/06/2017	Lauren Roberts	09/29/2017
<i>Notes:</i>		This goal will carry us through the creation of our team, and our team will then create an action plan for 2017-18 with the end goal of merging the functions of the PBIS team with our Leadership Team.			
9/6/17		Re-initiate the "Save'One Student" program at Shady Brook Elementary.	Complete 12/06/2017	Lauren Roberts	12/08/2017
<i>Notes:</i>					
9/6/17		Launch the "Check in-Check out" system. Recruit and train staff members in the process of the check in- check out system. Identify MTSS (tier 2 social/emotional) students for participation. Begin interventions.	Complete 12/06/2017	Lauren Roberts	12/08/2017
<i>Notes:</i>					
9/6/17		Embed the PBIS aspects into the current KMS-Shady Brook Mentor Program.	Complete 03/21/2018	Shyloh Fogleman	03/21/2018
<i>Notes:</i>					

12/6/17	Check in on the successes of data log (Google Doc) with the Save one program at Shady Brook by looking at the reduction of referrals in Educator Handbook for students in the program.	Complete 05/02/2018	Lauren Roberts	04/18/2018
<i>Notes:</i>				
6/12/18	Shady Brook will create its 2018-2019 PBIS team and meeting schedule for the year.	Complete 09/10/2018	Lauren Roberts	09/15/2018
<i>Notes:</i>				
5/2/18	Check in on the successes of data log (Google Doc) with the Save one program at Shady Brook by looking at the reduction of referrals in Educator Handbook for students in the program.	Complete 05/02/2018	Ingrid Doehle	10/18/2018
<i>Notes:</i> 9/14/2020 continue this action step, next year				
6/12/18	Implement the "Save'One Student" program at Shady Brook Elementary for 2018-2019 school year.	Complete 10/10/2018	Lauren Roberts	11/03/2018
<i>Notes:</i> begin program with list of students and assign mentors				
6/12/18	Launch the "Check in-Check out" system. Recruit and train staff members in the process of the check in- check out system. Identify MTSS (tier 2 social/emotional) students for participation. Begin interventions.	Complete 10/10/2018	Lauren Roberts	11/03/2018
<i>Notes:</i>				
6/12/18	Embed the PBIS aspects into the current KMS-Shady Brook Mentor Program.	Complete 10/10/2018	Shyloh Fogleman	11/07/2018
<i>Notes:</i>				
3/21/18	Have Health Alliance present a professional development for all staff members to look at the "mindset" Shady Brook staff needs to have when working with students from a variety of backgrounds.	Complete 12/05/2018	Will Gibson	12/12/2018
<i>Notes:</i>				
1/21/19	During CTM and grade level meetings we will continue to monitor our tiered interventions. Along with monitoring our interventions we will be reinforcing methods to positively teach them.	Complete 06/10/2019	Cindy Lawrence	06/10/2019
<i>Notes:</i>				
1/21/19	At the beginning of the year we will be evaluating and implementing positive classroom management earlier in the school year.	Complete 11/13/2019	Cindy Lawrence	10/20/2019
<i>Notes:</i>				
11/29/19	Teachers, admin. and leadership will use CICO as a monitoring device.		Ingrid Doehle	01/03/2021
<i>Notes:</i>				
Implementation:		09/06/2017		

Evidence	9/6/2017 A school team is in place.			
Experience	9/6/2017 We create a PBIS school wide team			
Sustainability	9/6/2017 Scheduled meeting time.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
-----------------------	---	--	--	--

Effective Practice:	Curriculum and instructional alignment			
----------------------------	---	--	--	--

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	Grade level teams meet on daily and weekly basis. Teachers use the UBD document created by teachers throughout the district. These documents are utilized during the planning of all units in Science, Social Studies, Math, Literacy, and Writing.	Limited Development 12/07/2016		
----------------------------	---	-----------------------------------	--	--

How it will look when fully met:	Grade level teams will utilize UbD documents, vertical alignment documents, and feedback form on the Kannapolis City Schools website to align instruction by grade levels as well as vertically. Grade Levels will be working with the new ELA and Math standards during the 2018-2019 school year.		Michelle Tiesi	06/09/2021
---	---	--	-----------------------	-------------------

Actions		18 of 20 (90%)		
----------------	--	-----------------------	--	--

9/24/17	All regular education classroom teachers will participate in a book study on "Total Instructional Alignment", to help inform and frame grade level planning development surrounding the goals of aligning assessment and essential outcomes, and the creation and utilization of targeted and varied common formative assessments.	Complete 05/02/2018	Will Gibson	01/18/2018
---------	--	---------------------	-------------	------------

Notes:				
---------------	--	--	--	--

9/24/17	Through the guidance of KCS's KILT professional development and School Level and District Level "Understanding by Design" curriculum map utilization and development, Grade Levels will refine the alignment between unit goals/essential outcomes and assessment. This information on analyzing will be presented at the February Staff Meeting.	Complete 03/21/2018	Michelle Herman and Shyloh Fogleman	03/21/2018
---------	---	---------------------	-------------------------------------	------------

Notes:				
---------------	--	--	--	--

9/24/17	Through the guidance of KCS's KILT professional development and School Level and District Level "Understanding by Design" curriculum map utilization and development, Grade Levels will continue to develop and utilize varied and targeted common assessment to inform instruction	Complete 05/02/2018	Michelle Herman and Shyloh Fogleman	05/02/2018
---------	---	---------------------	-------------------------------------	------------

Notes:				
---------------	--	--	--	--

3/16/17	Grade levels will reflect on UbD documents to revise and add to documents using Kannapolis City Schools feedback form after units are taught. This will be monitored at grade level meetings.	Complete 06/01/2018	Michelle Tiesi	06/01/2018
<p><i>Notes:</i> UbD documents to align and use during planning sessions. Seek out research based practices. EC utilized at grade level meetings. Grade level teachers to look at essential questions. Using KCS feed back form after completing units (put on agendas). Picture Perfect Science that is look at science in aligned areas. Looking at Social Studies alignment.</p>				
6/12/18	Grade Levels will enter feedback on UbD documents about alignment, how lessons went, materials used on UbD documents each quarter during grade level meetings.	Complete 11/14/2018	Michelle Tiesi	11/14/2018
<p><i>Notes:</i> Teams will add to their grade level agendas and will complete each quarter with feedback on UbD units. Team feels like some grade levels are making progress but some grades have not had the opportunity to do so. We are doing this but we are not always recording this.</p>				
6/12/18	Grade Levels will add to their CTM agendas enter feedback on UbD documents about alignment, how lessons went, materials used on UbD documents each quarter during grade level meetings.	Complete 04/10/2019	Michelle Tiesi	04/10/2019
<p><i>Notes:</i> End of 2nd quarter</p>				
6/12/18	Grade Levels will enter feedback on UbD documents about alignment, how lessons went, materials used on UbD documents each quarter during grade level meetings.	Complete 06/05/2019	Michelle Tiesi	06/05/2019
<p><i>Notes:</i> End of 4th quarter feedback</p>				
6/12/18	Grade levels will add to their CTM agendas to reflect on UbD documents to revise and add to documents using Kannapolis City Schools feedback form after units are taught. This will be monitored at grade level meetings. Team will review at end of school year to see if feedback has been given.	Complete 06/05/2019	Michelle Tiesi	06/05/2019
<p><i>Notes:</i></p>				
9/26/19	The staff will participate in professional development surrounding instruction applications to Shady Brook's Outdoor classroom, and be armed with the instructional methods to comprehensively integrate their instruction within this environment.	Complete 08/30/2019	Will Gibson	08/30/2019
<p><i>Notes:</i></p>				

9/25/19	In anticipation, and in alignment with the 2019-20 KILT endeavor, the school will implement common expectation components for lesson plans. These components are designed to set the stage for the six key components that will be implemented throughout the year with KILT	Complete 08/28/2019	Will Gibson	09/04/2019
<i>Notes:</i>				
6/19/19	The team will reflect on comments in the UBD during the summer.	Complete 10/16/2019	Michelle Tiesi	10/20/2019
<i>Notes:</i>				
9/25/19	Utilize CTM planning time to provide differentiated guided practice on identifying, creating, and utilizing effective learning targets within instructional design.	Complete 12/04/2019	Michelle Tiesi	12/04/2019
<i>Notes:</i>				
9/26/19	Each Shady Brook Grade level will work directly with Laura Baker, the KCS District Math Coach, every three weeks in fully unpacking the new North Carolina Math Standards during team instructional planning. Upcoming and current standards, as directed by the KCS UbD documents, will be the target of these exercises. Teams will work to fully understand exactly what the standard requires.	Complete 01/06/2020	Ingrid Overcash	01/05/2020
<i>Notes:</i>				
9/26/19	Each Shady Brook Grade level will work directly with Laura Baker, the KCS District Math Coach, every three weeks in identifying the most effective instructional methods aligned with the previously unpacked, upcoming math standards as outlined and paced in the KCS UbD documents.	Complete 01/06/2020	Ingrid Overcash	01/05/2020
<i>Notes:</i>				
1/13/20	Each Shady Brook Grade level will work directly with Laura Baker, the KCS District Math Coach, every three weeks in fully unpacking the new North Carolina Math Standards during team instructional planning. Upcoming and current standards, as directed by the KCS UbD documents, will be the target of these exercises. Teams will work to fully understand exactly what the standard requires.	Complete 03/03/2020	Ingrid Overcash	03/03/2020
<i>Notes:</i>				
1/13/20	Each Shady Brook Grade level will work directly with Laura Baker, the KCS District Math Coach, every three weeks in identifying the most effective instructional methods aligned with the previously unpacked, upcoming math standards as outlined and paced in the KCS UbD documents.	Complete 03/03/2020	Ingrid Overcash	03/03/2020
<i>Notes:</i>				

9/25/19	Utilize KILT professional development to implement the six key components of effective lesson design.	Complete 03/06/2020	Ingrid Overcash	03/06/2020
<i>Notes:</i>				
1/13/20	The school will implement the use of a common online planning template school-wide (Planbook.com), to foster common language and format throughout grade levels both horizontally and vertically.	Complete 09/01/2020	Will Gibson	09/01/2020
<i>Notes:</i>				
10/5/20	The team will reflect on comments in the UBD during the summer.		Michelle Tiesi	12/07/2020
<i>Notes:</i>				
10/5/20	Utilize CTM planning time to provide differentiated guided practice on identifying, creating, and utilizing effective learning targets within instructional design.		Michelle Tiesi	12/07/2020
<i>Notes:</i>				

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>		There are specific and intentional 40 minute blocks embedded into the master schedule for each grade level to have a differentiated block for both math and literacy. We would like to improve our process for the social/emotional piece of our student review. Continue to develop a library of Research based programs available to be implemented for interventions. We want to increase conversations about our Tier 2 Students.	Limited Development 12/07/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Our goal is to monitor our MTSS process and make sure we have a strong infrastructure in place to continue to evolve. Our Tier 1 students include all students and we will continue to use our UBD document to plan and implement grade level lessons (teaching to those documents). We will continue to document and monitor our Tier 2 students in which every student across each grade level are divided into groups that are created to meet their individual needs 30-50 minutes a day in both Literacy and Math. We will continue to monitor and give individualized interventions to our Tier 3 students daily while monitoring progress and modifying interventions.		Ingrid Doehle	06/02/2021
Actions			9 of 11 (82%)		
	2/11/17	Embed a structured plan to accommodate Tier 3 interventions in both Literacy and Math. Continue to enhance our progress monitoring in both literacy and math.	Complete 02/07/2018	Michelle Tiesi	02/07/2018
		<i>Notes:</i> Artifacts: Dblock group lists, lesson plans matching UBD documents, ROI (Rate of Improvement) Documentation, tracking tools			
	2/7/18	Increase conversation with Tier 2 and Tier 3 groups with math interventions during data meetings. Teachers will look at D-Block and flex grouping scheduling.	Complete 11/14/2018	Michelle Tiesi	11/14/2018
		<i>Notes:</i> In May 2018, We are making groups and flex. We have not Tiered math groups for Tier 2 and 3. We need to continue to work on this next school year. We have new data to look at skill specific concepts for 1st-3rd grade.			

6/12/18	Grade levels will have purposeful conversations quarterly about Tier 2 students and getting them to increase in growth progress.	Complete 11/14/2018	Ingrid Overcash	11/14/2018
	<i>Notes:</i> Being purposeful with Tier II students, because we need to move them along in their growth progress. Asking ourselves, who are our “bubble kids?” Focus on them every quarter. 11/14/18 Team feels this is going really well and the conversations have been helpful.			
6/12/18	Grade levels will have purposeful conversations quarterly about Tier 2 students and getting them to increase in growth progress.	Complete 02/06/2019	Ingrid Overcash	02/06/2019
	<i>Notes:</i> Being purposeful with Tier II students, because we need to move them along in their growth progress. Asking ourselves, who are our “bubble kids?” Focus on them every quarter.			
6/12/18	Grade levels will have purposeful conversations quarterly about Tier 2 students and getting them to increase in growth progress.	Complete 04/03/2019	Ingrid Overcash	04/03/2019
	<i>Notes:</i> Being purposeful with Tier II students, because we need to move them along in their growth progress. Asking ourselves, who are our “bubble kids?” Focus on them every quarter.			
6/12/18	Grade levels will have purposeful conversations quarterly about Tier 2 students and getting them to increase in growth progress.	Complete 06/05/2019	Ingrid Overcash	06/05/2019
	<i>Notes:</i> Being purposeful with Tier II students, because we need to move them along in their growth progress. Asking ourselves, who are our “bubble kids?” Focus on them every quarter.			
6/19/19	Grade levels will have purposeful conversations quarterly about Tier 2 students and getting them to increase in growth progress.	Complete 09/19/2019	Ingrid Overcash	09/19/2019
	<i>Notes:</i>			
9/23/19	Grade levels will have purposeful conversations quarterly about Tier 2 students in reading, math and getting them to grow/progress.	Complete 01/15/2020	Ingrid Overcash	01/15/2020
	<i>Notes:</i>			
1/26/20	Grade levels will have purposeful conversations quarterly about Tier 2 students in reading, math and getting them to grow/progress.	Complete 03/03/2020	Ingrid Overcash	03/11/2020
	<i>Notes:</i>			
10/5/20	Grade Levels will have purposeful conversations about social/emotional interventions.		Donna Gerdes	12/07/2020
	<i>Notes:</i>			
10/5/20	Grade levels will have purposeful conversations quarterly about Tier 2 students and getting them to increase in growth progress.		Ingrid Doehle	12/16/2020

Notes:

Implementation:			09/23/2019		
Evidence		9/23/2019			
Experience		9/23/2019			
Sustainability		9/23/2019			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		the 2016-2017 school year we incorporated social/emotional interventions (our goal is to move to tiers 1,2,3). We utilize our EC/school counselor serve as resources as well as school nurse during our student review meetings. A goal would be to use resources our Exceptional Children's Office supplies, and put them in user friendly format to be used to explain to teachers and parents what services are available in our community. We utilize PBIS for data and for planning purposes.+	Limited Development 12/07/2016		
How it will look when fully met:		Shady Brook's PBIS team and PBIS endeavors will work work in concert, and as a part, of our Shady Brook Leadership team. The team will utilize student and school wide data to direct all action plans and reward endeavors regarding all three student tiers, and will be in sync will school leadership team goals and actions.		Jill Dancy	06/09/2021
Actions			16 of 18 (89%)		
9/24/17		Build a curriculum addressing behaviors and target behaviors (series of interventions and strategies).	Complete 10/18/2017	Donna Gerdes	10/27/2017
<i>Notes:</i>					
9/24/17		Provide Professional Development for the K-3 Formative Assessment Process	Complete 10/26/2017	Lauren Roberts	11/22/2017
<i>Notes:</i>					
10/4/17		Implement a Mentor Program for a small group of students in need with Kannapolis Middle School students weekly.	Complete 11/01/2017	Shyloh Fogleman	11/29/2017
<i>Notes:</i>					
9/24/17		Implement systematic documentation in regards to social and emotional Tier 2 and 3 students.	Complete 12/06/2017	Donna Gerdes	01/10/2018
<i>Notes:</i>					

2/7/18	Health Alliance professional development with A. Smith on February 14th on social and emotional needs of students.	Complete 03/07/2018	Donna Gerdes	03/07/2018
<i>Notes:</i>				
2/11/17	Professional Development for all staff members to assist with working with Title I Students. (Tier 1 and 2). Will Gibson and Donna Gerdes will work on finding a time.	Complete 03/21/2018	Will Gibson	03/21/2018
<i>Notes:</i>				
5/2/18	Developing a plan to using the psychologist to help Mrs. Gerdes and a plan for next year. We need to plan time in scheduling to have time to support students social and emotional needs.	Complete 10/15/2018	Will Gibson	10/15/2018
<i>Notes:</i>				
6/12/18	Provide training for KMS Mentor Program on strategies to work with struggling Shady Brook Students.	Complete 11/14/2018	Donna Gerdes	11/14/2018
<i>Notes:</i> Ms. Fogleman went over to KMS and provided training. The focus was on being intentional with relationship between the mentor and mentee and not socializing with peers. So far the Mentor program has been very effective.				
6/12/18	Use social worker for support for students getting students the services they may need.	Complete 01/09/2019	Donna Gerdes	01/09/2019
<i>Notes:</i>				
9/23/19	DESSA system will be utilized as a universal screener.	Complete 10/15/2019	Will Gibson	10/15/2019
<i>Notes:</i>				
9/23/19	Donna Gerdes will not be in the master schedule. This will allow her to meet one on one with students as well as in small groups.	Complete 12/11/2019	Donna Gerdes	12/11/2019
<i>Notes:</i>				
11/29/19	Admin. and leadership will use DESSA data to develop a tier system for social and emotional needs.	Complete 01/13/2020	Donna Gerdes	01/13/2020
<i>Notes:</i>				
1/21/19	We will continue to use a social worker for support in getting students the services they may need. We will also evaluate their progress and make sure they are in the most effective tier of intervention.	Complete 01/15/2020	Donna Gerdes	01/15/2020
<i>Notes:</i>				
11/29/19	Teachers will be trained and then utilize the interventions in DESSA.	Complete 02/12/2020	Will Gibson	02/12/2020
<i>Notes:</i>				

1/26/20	Admin. and leadership will use DESSA data to develop a tier system for social and emotional needs.	Complete 03/10/2020	Donna Gerdes	03/10/2020			
<i>Notes:</i>							
1/26/20	We will continue to use a social worker for support in getting students the services they may need. We will also evaluate their progress and make sure they are in the most effective tier of intervention.	Complete 03/10/2020	Donna Gerdes	03/10/2020			
<i>Notes:</i>							
10/5/20	We will continue to use a social worker for support in getting students the services they may need. We will also evaluate their progress and make sure they are in the most effective tier of intervention.		Donna Gerdes	11/18/2020			
<i>Notes:</i>							
10/5/20	Admin. and leadership will use DESSA data to develop a tier system for social and emotional needs.		Donna Gerdes	12/16/2020			
<i>Notes:</i>							
!	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)		Implementation Status	Assigned To	Target Date
Initial Assessment:			School Transitions are held externally between McKnight Pre-K and Shady Brook, as well as Shady Brook and Kannapolis Middle School. Internally, Shady Brook grade levels work vertically through the MTSS framework to ensure smooth transitions from grade level to grade level and continuity of Tier 2 and Tier 3 academic and social/emotional support plans.	Limited Development 08/22/2017			
How it will look when fully met:			Transitions and communications between schools sending and receiving students will be seamless, with comprehension and efficient communication of student strengths, needs, and academic/social plans.		Ingrid Doehle	05/01/2020	
Actions				12 of 13 (92%)			
8/22/17	Shady Brook will host visit for Pre-K students and families to orient them to our school, processes, classrooms and teachers. Additionally, Shady Brook will send teachers to McKnight to observe groups and particular students to ensure they are knowledgeable of the students strengths, needs, and learning styles. All EC students will have an transitional IEP meeting to ensure smooth transition of supports and goals from McKnight to Shady Brook.		Complete 06/06/2018	Ingrid Overcash	06/15/2018		
<i>Notes:</i>							

8/22/17	Shady Brook will conduct a visit to Kannapolis Middle School for rising 5th grade students and families to orient them to KMS, processes, classrooms and teachers. Additionally, Shady Brook will host members of the 5th grade team and student support team to ensure they are knowledgeable of the students strengths, needs, and learning styles of our rising students. All EC students will have an transitional IEP meeting to ensure smooth transition of supports and goals from Shady Brook to Kannapolis Middle School.	Complete 06/06/2018	Ingrid Overcash	06/15/2018
<i>Notes:</i>				
6/12/18	Have vertical alignment observations during the school day with grade levels where teachers can observe instructional practices of different grade levels.	Complete 01/09/2019	Ingrid Overcash	01/09/2019
<i>Notes:</i> 2018 Teacher Working Conditions Survey indicated that Beginning Teachers need more time to observe teachers on staff which will also help with vertical alignment among all teachers				
6/12/18	Have vertical alignment meetings with grade levels on instructional practices.	Complete 01/16/2019	Ingrid Overcash	01/19/2019
<i>Notes:</i>				
6/12/18	Schedule Transition Meetings with students coming from McKnight to Shady Brook	Complete 03/06/2019	Angie Beck	03/06/2019
<i>Notes:</i> begin getting dates on calendar for transition meetings				
6/12/18	Schedule Transition Meetings from Shady Brook Elementary students to Kannapolis Middle School	Complete 03/06/2019	Angie Beck	03/06/2019
<i>Notes:</i>				
6/12/18	Hold all Exceptional Children transition Meetings for McKnight Students that will attend Shady Brook Elementary for the 2019-2020 school year	Complete 05/01/2019	Angie Beck	05/01/2019
<i>Notes:</i>				
6/12/18	Hold all Exceptional Children transition Meetings for Shady Brook students that will attend Kannapolis Middle School for the 2019-2020 school year	Complete 05/01/2019	Angie Beck	05/01/2019
<i>Notes:</i>				
6/12/18	Have vertical alignment observations during the school day with grade levels where teachers can observe instructional practices of different grade levels.	Complete 05/01/2019	Ingrid Overcash	05/01/2019
<i>Notes:</i> 2018 Teacher Working Conditions Survey indicated that Beginning Teachers need more time to observe teachers on staff which will also help with vertical alignment among all teachers				

9/25/19	Have vertical alignment observations during the school day with grade levels where teachers can observe instructional practices of different grade levels.	Complete 02/03/2020	Will Gibson	02/03/2020
<i>Notes:</i>				
9/25/19	Hold all Exceptional Children transition Meetings for Shady Brook students that will attend Kannapolis Middle School for the 2019-2020 school year	Complete 06/03/2020	Angie Beck	05/01/2020
<i>Notes:</i>				
9/25/19	Schedule Transition Meetings from Shady Brook Elementary students to Kannapolis Middle School	Complete 06/03/2020	Angie Beck	05/01/2020
<i>Notes:</i>				
10/5/20	Have vertical alignment observations during the school day with grade levels where teachers can observe instructional practices of different grade levels- especially for future virtual instruction and learning		Shyloh Fogleman	12/15/2020
<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
Initial Assessment:		<p>District will address assessment and plan at the LEA level.</p> <p>District leaders will deliver differentiated support to schools in a proactive and strategic way. The school leaders will report will feel supported by the district.</p> <p>Initial Assessment- All schools are assigned a CO contact person to provide ongoing, specific, timely support. Data are used to make decisions about the allocation of financial, human and instructional resources.</p>	Limited Development 12/09/2016		
How it will look when fully met:		How it will look when fully met: District leaders will deliver differentiated support to schools in a proactive and strategic way. The school leaders will feel supported by the district and student achievement will increase.		Chip Buckwell	06/01/2021
Actions			5 of 8 (62%)		
	9/24/17	The superintendent will assign a central office curriculum support person to each school. This person will be responsible for attending periodic school leadership meetings, serving as a liaison between the school and KCS cabinet, and offering specific support. (completion date 6/25/17. Repeats weekly)	Complete 06/25/2017	Chip Buckwell	06/25/2017
<i>Notes:</i>					
	3/28/17	The Superintendent determines how many data meetings each school will host, and how often the director will attend school leadership meeting based on summative performance data and other factors.	Complete 10/01/2017	Chip Buckwell	05/01/2018
<i>Notes:</i>					
	3/28/17	The superintendent will meet weekly with cabinet members using an agenda to guide the meeting.	Complete 06/06/2018	Chip Buckwell	06/15/2018
<i>Notes:</i>					
	6/12/18	Central Office will assign tasks	Complete 09/05/2018	Will Gibson	09/05/2018
<i>Notes:</i>					
	9/24/18	The district MTSS team will create and share decision rules for literacy.	Complete 11/01/2018	Chip Buckwell	11/01/2018

<i>Notes:</i> CO goal						
9/24/18	The district MTSS team will create and share decision rules for math.			Chip Buckwell	03/01/2019	
<i>Notes:</i> CO goal						
2/20/19	The district will assign a facilitator to each school for the administration of the FAM-S.			Chip Buckwell	05/10/2019	
<i>Notes:</i>						
9/24/18	The district MTSS team will allocate resources and support based on the number of students needing interventions according to the decision rules.			Chip Buckwell	08/15/2019	
<i>Notes:</i> CO goal						
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>		Currently we have a leadership team which consists of the principal, teachers from each grade level, and members of every stakeholder group in our community, which meets twice a month. For these meetings there is a specific agenda focus, and follow through. There is a collaborative culture and common purpose of always putting our students first. Our school has a vision that reflects the culture and purpose at Shady Brook.		Limited Development 12/08/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Our Leadership Team will meet once a month, on the 2nd Wednesday of each month. Over the course of the year, the responsibilities and tasks surrounding our school level MTSS team will be conducted by our Leadership team, effectively merging the MTSS, PBIS, Lifeline, and Parent Involvement Committee. Our NCStar plan will be addressed on an ongoing basis during these meetings, thus reviewing and assessing our practices, and creating action steps to address the needs of our students and school.			Shyloh Fogleman	06/09/2021
Actions				13 of 14 (93%)		
8/13/17	Our Leadership team will be elected, and will represent all members of our school community. A cycle of meeting times will be developed and agreed upon to ensure all duties of the team are able to be addressed at the appropriate time and method.			Complete 09/06/2017	Will Gibson	09/29/2017
<i>Notes:</i>						

8/13/17	All members of the Leadership team will understand the roles and responsibility of our bi-monthly Leadership Team, and how the merge with MTSS impacts this.	Complete 09/06/2017	Will Gibson	09/29/2017
<i>Notes:</i>				
9/24/17	Our Leadership Team agenda will meet once a month. One of the meetings will have an agenda that focuses on the monitoring and continued development of our Indistar Continuous Improvement Plan, as well as data analysis and decisions regarding Tier 3 students in academic, social/emotional, and PBIS regards. The other meeting will focus on an agenda that deals with Tier 1 and Tier 2 issues and discussions, as well as Indistar Plan "Dimension E" goals and tasks.	Complete 06/06/2018	Will Gibson	06/06/2018
<i>Notes:</i>				
6/12/18	Elect 2018-2019 Leadership Team	Complete 09/07/2018	Will Gibson	09/05/2018
<i>Notes:</i> Grade Levels and teams will elect Leadership Representative at the start of the school year and will provide the name of the elected person to Administration				
6/12/18	Elect Chair for the Leadership Team for the 2018-2019 school year	Complete 09/12/2018	Will Gibson	09/05/2018
<i>Notes:</i> Jill Dancy elected as chair				
6/12/18	Schedule of Meetings for the school year on Shady Brook Calendar (Ex: Leadership Team, Staff Meetings, PBIS, MTSS, Parent Involvement)	Complete 10/01/2018	Will Gibson	10/03/2018
<i>Notes:</i> Each committee and team will have a set meeting schedule for the year and the SB calendar will be updated with the information				
6/12/18	Share calendar of meetings with parents that are on the Leadership Team to begin to provide communication with parents attended the meetings.	Complete 01/09/2019	Will Gibson	01/09/2019
<i>Notes:</i> Provide parents with list of dates				
1/21/19	The leadership team and the parent committee will work together to continue to promote parent involvement. The groups will do this by organizing a midyear awards assembly, literacy night, student led conferences and an EOG breakfast.	Complete 06/10/2019	Will Gibson	06/10/2019
<i>Notes:</i>				
6/19/19	A parent committee will be formed and parent meetings will be planned.	Complete 09/02/2019	Will Gibson	09/19/2019
<i>Notes:</i>				
9/23/19	Leadership will work with teachers to plan classroom celebrations and 2 awards ceremonies during the year.	Complete 01/08/2020	Will Gibson	01/08/2020
<i>Notes:</i>				

9/23/19	Leadership will work with the parent committee/PTO to plan events for our parents and students.	Complete 01/09/2020	Ingrid Overcash	01/09/2020
<i>Notes:</i>				
1/26/20	Leadership will work with teachers to plan classroom celebrations and 2 awards ceremonies during the year.	Complete 03/12/2020	Will Gibson	03/12/2020
<i>Notes:</i>				
1/26/20	Leadership will work with the parent committee/PTO to plan events for our parents and students.	Complete 03/12/2020	Ingrid Overcash	03/12/2020
<i>Notes:</i>				
10/5/20	Leadership will work with the parent committee/PTO to plan events for our parents and students.		Ingrid Doehle	03/10/2021
<i>Notes:</i>				
Implementation:		01/21/2019		
Evidence	9/6/2017 Parents have been attending our leadership meetings.			
Experience	9/6/2017 The leadership team has provided parents with leadership meeting dates.			
Sustainability	9/6/2017 We will continue to supply parents with these dates so that they can attend our meetings.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		100% of the Shady Brook Staff participates in some type of committee and duty. We would like to move to our committees being more transparent with how each relates to our Continuous Improvement Team. Shady Brook has common instructional planning that is protected five days a week, aligned curriculum (UBD), and there is school-wide access to support and resources. We can improve by better embedding MTSS process into our planning without taking away from planning. We can also improve our knowledge of vertical alignment and data across every grade level.	Limited Development 12/08/2016		
<i>How it will look when fully met:</i>		Shady Brook Committees will operate with missions, norms and goals that mirror that of our school leadership team and school improvement plan. All committees will have clearly articulated goals, processes, and timelines for endeavors.		Ingrid Doehle	01/01/2021
Actions			7 of 10 (70%)		
	8/22/17	Committees will be created and a mission, norms, and operating protocols will be articulated and submitted in alignment with Shady Brooks Leadership Team goals and Continuous Improvement Plan.	Complete 12/06/2017	Will Gibson	12/06/2017
<i>Notes:</i>					
	2/7/18	Looking for 2018-2019 school year and to work on planning the master schedule during 2 summer meetings and looking at planning times.	Complete 07/31/2018	Will Gibson	08/22/2018
<i>Notes:</i>		Members of all school stakeholders met twice during the summer, and fully created a master schedule that meets all the values and needs of our school, ranging from total school operations to individual classroom and instructional support schedules.			
	6/12/18	Review effectiveness of Master Schedule	Complete 03/13/2019	Will Gibson	03/13/2019
<i>Notes:</i>					
	7/18/19	Looking for 2019-2020 school year and to work on planning the master schedule through email and meetings with leadership/teachers. We will also be looking at planning times and how they effect the combination classes.	Complete 08/28/2019	Will Gibson	08/13/2019
<i>Notes:</i>					
	9/23/19	Administration will meet with grade levels to decide when in the day they would need tutors for their students.	Complete 10/09/2019	Will Gibson	10/10/2019
<i>Notes:</i>					

7/18/19	Committees will be created and a mission, norms, and operating protocols will be articulated and submitted in alignment with Shady Brooks Leadership Team goals and Continuous Improvement Plan.	Complete 12/11/2019	Will Gibson	12/11/2019
<i>Notes:</i>				
7/18/19	Review effectiveness of Master Schedule	Complete 03/11/2020	Will Gibson	03/11/2020
<i>Notes:</i>				
10/5/20	Administration will meet with grade levels to decide when in the day they would need tutors for their students.		Michelle Tiesi	10/28/2020
<i>Notes:</i>				
10/5/20	Committees will be created and a mission, norms, and operating protocols will be articulated and submitted in alignment with Shady Brooks Leadership Team goals and Continuous Improvement Plan.		Ingrid Doehle	12/16/2020
<i>Notes:</i>				
10/5/20	Review effectiveness of Master Schedule		Michelle Tiesi	03/17/2021
<i>Notes:</i>				

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>		Our principal regularly attends and provides input on curriculum planning in our weekly grade level Collaborative Team Meetings. The principal does not regularly attend team meetings during common planning time. He does attend when important information or feedback needs to be addressed. Our principal is visible to staff, students, and parents throughout the building hallways, however classroom visits are not as frequent. There has not always been time allotted for the feedback from these visits.	Limited Development 12/08/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Shady Brook's PBIS team and PBIS endeavors will work work in concert, and as a part, of our Shady Brook Leadership team. The team will utilize student and school wide data to direct all action plans and reward endeavors regarding all three student tiers, and will be in sync will school leadership team goals and actions.		Michelle Tiesi	11/30/2020
<i>Actions</i>			11 of 12 (92%)		
	2/7/17	Mr. Gibson will create a survey using Survey Monkey regarding the quality of feedback shared from walk through data as well as from formal observations. In addition, Mr. Gibson will maintain a record of dates of walk throughs, feedback shared, and dates the feedback was shared with individuals or grade levels.	Complete 06/08/2017	Will Gibson	04/14/2017
<i>Notes:</i>		53.8 % within 1 professional days 15.4% within 2 professional days 30.8% within 3 professional days nobody more than 3 Quality feedback has been given since January. plus: quality and timeliness delta: as we move to next year, more uses of the walkthrough tool. walkthrough goes into google doc, google doc goes with the district. It was more meeting a global need.			
	8/13/17	Administrative team will assign classroom teachers to each admin team member, and establish a weekly cycle of 15 minute classroom visits and feedback sessions.	Complete 10/18/2017	Ingrid Overcash	10/27/2017
<i>Notes:</i>					

2/7/18	Administrative Team will work on refining calendars for 2nd semester as a priority with each teachers.	Complete 05/02/2018	Will Gibson	05/02/2018
<i>Notes:</i>				
6/12/18	Administrators will plan a schedule for 15 min. teacher observations and using them with formal evaluation process for the 2018-2019 school year.	Complete 08/01/2018	Will Gibson	09/05/2018
<i>Notes:</i> Comprehensive schedule has been created, outlining when 15 minute "seasons" are, and differentiating them from formal observations. Very specific and detailed schedule created, and presented to staff during opening meeting and each grade level's NCEES orientation.				
5/16/18	Administrators will continue to plan 15 minute check-ins aligned with the Leverage Leadership Kannapolis City Schools Initiative with teachers at Shady Brook.	Complete 12/17/2018	Ingrid Overcash	12/17/2018
<i>Notes:</i> Administrators will set their calendar to allow for time to do 15 minute check-ins with select staff				
6/12/18	Administration will provide timely feedback within 3 days after teacher observations. Staff will complete a survey twice a year on the feedback.	Complete 01/02/2019	Will Gibson	01/02/2019
<i>Notes:</i>				
2/4/19	Administrators will continue to plan 15 minute check-ins aligned with the Leverage Leadership Kannapolis City Schools Initiative with teachers at Shady Brook.	Complete 04/03/2019	Will Gibson	04/03/2019
<i>Notes:</i>				
6/12/18	Administration will provide timely feedback within 1 week after teacher observations.	Complete 06/05/2019	Will Gibson	06/05/2019
<i>Notes:</i>				
7/18/19	Administrative team will assign classroom teachers to each admin team member, and establish a weekly cycle of 15 minute classroom visits and feedback sessions.	Complete 09/11/2019	Ingrid Overcash	09/11/2019
<i>Notes:</i>				
7/18/19	Administrators will continue to plan 15 minute check-ins aligned with the Leverage Leadership Kannapolis City Schools Initiative with teachers at Shady Brook.	Complete 10/01/2019	Will Gibson	10/02/2019
<i>Notes:</i>				
10/14/19	Administrators will continue to plan 15 minute check-ins aligned through February with the Leverage Leadership Kannapolis City Schools Initiative with teachers at Shady Brook.	Complete 02/14/2020	Will Gibson	02/14/2020
<i>Notes:</i>				

10/5/20	Administration will provide timely feedback within 1 week after teacher observations.		Michelle Tiesi	06/09/2021
<i>Notes:</i>				
Implementation:		02/04/2019		
Evidence	8/12/2017 - Goal was to be done within 72 hours...53% in 1 day getting, 15.4% in 2 days, 30.8% within 3 days. The positives are it was effective feedback and timeliness since January 2017 (100% within 72 hours)			
Experience	8/12/2017 - Extra emphasis and priority was placed on frequency and timeliness of feedback after formal and informal observations. Protecting these times on the calendar was critical for success			
Sustainability	8/12/2017 - Continued structure throughout the process of the entire observation cycle and administrative team. Utilization of the methods and philosophies in the "Leverage Leadership" approach will be implemented in 2017-18			

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
Initial Assessment:			As the team reviewed it was noted that as a school we should be taking our data notes from our collaborative team meetings and share them at Leadership meetings. As a school it is discussed but not specifically addressed at leadership. We want to create a template to allow for the data shares to be meaningful and systematic.	No Development 12/08/2016		
How it will look when fully met:			Ms. Doehle, Principal, and Mrs. Tiesi will utilize the district checklist for walk-through observations that will generate data charts to be shared at meetings.		Michelle Tiesi	05/26/2021
Actions				3 of 4 (75%)		
	3/16/17		We need to regularly look at data during leadership meetings bi-monthly (All stakeholders meeting and then another meeting with just certified staff members to look at data.	Complete 06/01/2018	Will Gibson	06/01/2018

Notes: Administration looks at the data, MTSS looks at Data, Leadership looks at Data. It was also shared that Leadership looked at data recently. Classroom observation data. Checklist would then create a chart to be able to see areas to compare grade level strengths.

6/12/18	We need to regularly look at data during leadership meetings.	Complete 06/05/2019	Will Gibson	06/05/2019
<i>Notes:</i>				
9/23/19	The staff will be involved in continuing PD during the year. These will include KILT, vocabulary and Instructional Methods with ESL.	Complete 03/05/2020	Will Gibson	03/05/2020
<i>Notes:</i>				
10/5/20	We need to regularly look at data during leadership meetings.		Brian Strahine	05/19/2021
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, multiple people are conducting evaluations of staff. Within evaluation process, teacher self reflection is embedded and professional goals are created. Teachers are evaluated on a variety of skills and knowledge (Formal observations, informal walkthroughs). Evaluations provide timely, clear, and constructive feedback. To improve; Leadership can better use evaluation results to differentiate among educators when granting leadership opportunities and making other decisions.	Limited Development 12/09/2016		
<i>How it will look when fully met:</i>		Admin and other teacher leaders will conduct weekly, 15 minute classroom visits and feedback sessions with an assigned Shady Brook certified staff member, ultimately including all certified staff. Goals will be individualized, modeled, and followed up on through weekly feedback sessions, and admin will review goals to determine and provide school wide professional development or resource attainment. Admin will also use tracking documentation and analysis of feedback to ensure calibration of observations and feedback are consistent and fair among all staff members.		Ingrid Doehle	03/17/2021
Actions			8 of 9 (89%)		
	8/13/17	All certified staff members will be trained on the North Carolina Evaluation system, and will be paired with a trained Mentor. Additionally, all staff members will be oriented with the structure and philosophy of the weekly class visits and feedback sessions during the opening teacher workdays.	Complete 09/11/2017	Will Gibson	09/29/2017
<i>Notes:</i>					
	8/13/17	Administrative team will assign classroom teachers to each admin team member, and establish a weekly cycle of 15 minute classroom visits and feedback sessions.	Complete 10/18/2017	Ingrid Overcash	10/27/2017
<i>Notes:</i>					
	10/18/17	Principal and Assistant Principal will continue the 15 minute observation cycle and will using the information from observations to begin to collaborate and work with teachers on PDP goals.	Complete 06/06/2018	Ingrid Overcash	06/06/2018
<i>Notes:</i>					
	6/12/18	Administration will do 15 minute observations and provide feedback to teachers aligned with the Leverage Leadership philosophy.	Complete 04/03/2019	Will Gibson	04/03/2019
<i>Notes:</i>					

6/12/18	Provide training for Mentor Teachers on how to do observations on Beginning Teachers using various tools and how to focus on certain areas during an observation.	Complete 11/13/2019	Will Gibson	11/28/2019
<i>Notes:</i> Use CMS Tool on observations				
9/24/19	Administration will do 15 minute observations and provide feedback to teachers aligned with the Leverage Leadership philosophy.	Complete 01/06/2020	Ingrid Overcash	01/03/2020
<i>Notes:</i>				
9/24/19	Principal and Assistant Principal will develop and conduct observation schedule with fidelity focused on Math Instruction school-wide	Complete 01/06/2020	Will Gibson	01/03/2020
<i>Notes:</i>				
1/26/20	Administration will do 15 minute observations and provide feedback to teachers aligned with the Leverage Leadership philosophy.	Complete 03/12/2020	Ingrid Overcash	03/12/2020
<i>Notes:</i>				
10/5/20	Principal and Assistant Principal will develop and conduct observation schedule with fidelity.		Ingrid Doehle	03/17/2021
<i>Notes:</i>				

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>		Shady Brook uses many methods of communication including social media, webpages, Class Dojo, Weekly Folders, ConnectEds, parent nights. Parents are encouraged to interact with their child academically in many ways including books going home nightly for practice in K-1. We host books and breakfast which allows for time for parents to come and interact with their child in the classroom, as well as a EOG Prep/expectations practice for grades 3 &4. We also host Student Led Conferences annually in the spring. Our largest turnout for parent nights include Student Led Conferences and the Annual Holiday Program. We know that we need to increase our how we advertise and that these nights provide parents a "showcase"of their students' learning. We also would like to video teachers modeling various strategies used in the classrooms that would allow the parents a resource to assist with homework and projects.	Limited Development 12/08/2016		
<i>How it will look when fully met:</i>		We know that our attendance at some parent events are better when our students are sharing their learning and students are actively involved (student led conferences and Winter Program). We would like to provide more student centered demonstration of learning, integrating technology that all have access to (including cell phones). We would like to have more student centered demonstrations including game nights and spirit nights that show what students are learning and allow for quality time with their parents. As we develop these experiences, we would like to host one of each a quarter.		Brian Strahine	05/05/2021
<i>Actions</i>			22 of 23 (96%)		
	2/11/17	Books and Breakfast K-2, January 19, 2017 JDRF Walk Fundraiser February 2017 Shady Brook Spirit Night March 2, 2017 Shady Brook EOG Prep Breakfast Spring 2017 Shady Brook Student Led Conferences Spring 2017	Complete 06/09/2017	Stacy Fowler, PTO President	04/14/2017

Notes: More engaging to parents. More student - centered demonstration. Game night, what we are learning. Quality time with parent. Bring tablet/phone.
 Build up relationships with parents through dinner nights in a relaxed time then find times (awards, student led conferences to host meetings).
 Plan a cici's night for third quarter.
 Tasks: planning the quarterly event at a restaurant. Specialized night
 End of third quarter
 Student Led Conferences third quarter Books and breakfast and diabetes walk.

9/20/17	Grade level night for parents about strategies to work on needs based assessment of parents. Communicating with parents on a sign in sheet to ask for parents needs and grade levels will determine the parent nights.	Complete 09/28/2017	Will Gibson	10/04/2017
<i>Notes:</i>				
9/20/17	Teachers will communicate with parents about Standards Based Grading at our Parent Involvement Night.	Complete 09/28/2017	Ingrid Overcash	10/05/2017
<i>Notes:</i>				
9/20/17	Mr.Gibson will be communicating with PTO to determine events and restructuring PTO.	Complete 12/06/2017	Stacy Fowler	12/13/2017
<i>Notes:</i>				
11/1/17	The KMS Mentor Program will develop and form goal setting with mentors and students in the program. Students will meet every Thursday and review goals with mentors.	Complete 01/03/2018	Shyloh Fogleman	01/10/2018
<i>Notes:</i>				
11/1/17	Mentor program will expand to include more Shady Brook students as more KMS students are available to partner with Shady Brook students.	Complete 02/07/2018	Shyloh Fogleman	03/07/2018
<i>Notes:</i>				
9/20/17	Spanish Speaking Parent weekly meetings to provide strategies for Hispanic Parents to use at home.	Complete 11/29/2017	Will Gibson	03/07/2018
<i>Notes:</i> Parents are returning permission slips to be involved with this parent group.				
9/20/17	PTO is going to schedule 1 parent night with Ckick-fil-A to provide a community event.	Complete 05/02/2018	Stacey Fowler	05/02/2018
<i>Notes:</i>				

5/3/17	Adding parent nights that are meeting needs of both parents and students. attendance would be piece of evidence.	Complete 06/06/2018	Ingrid Overcash	06/07/2018
<i>Notes:</i> schedule family nights and have strategies outreach for parents				
2/7/18	Continuous conversations with Central Office to get Spanish speaking report cards translated.	Complete 06/06/2018	Will Gibson	06/13/2018
<i>Notes:</i>				
2/7/18	Reach out to our Hispanic Parents getting involved in PTO meetings and we want to include this population more with Parent meetings. We will use our resource, Fernando, to help bridge the gap in this area.	Complete 09/26/2018	Ingrid Overcash	09/30/2018
<i>Notes:</i> Ingrid Overcash and Cindy Lawrence have established bi-weekly meetings with parents in our hispanic community. Efforts are underway to host English classes for parents at Shady Brook.				
6/12/18	Communicate to parents about Standards Based Grading at Opening Title 1 Back to School Night	Complete 09/27/2018	Ingrid Overcash	10/03/2018
<i>Notes:</i>				
6/12/18	Meet with Hispanic Families in the community to create a plan for parent involvement	Complete 10/15/2018	Cindy Lawrence	10/15/2018
<i>Notes:</i>				
6/12/18	Schedule various Parent Events with different times of day on school calendar with Parent Involvement Committee and Leadership Team	Complete 01/09/2019	Sarah Chapman	01/09/2019
<i>Notes:</i>				
2/4/19	Second quarter assembly and celebrations of work.	Complete 03/06/2019	Sarah Chapman	02/28/2019
<i>Notes:</i>				
2/4/19	Read out on the playground of the school.	Complete 04/20/2019	Sarah Chapman	04/20/2019
<i>Notes:</i>				
6/12/18	Communicate with parents of 5th grade students about the difference in elementary grading and middle school grading process	Complete 05/01/2019	Michelle Tiesi	05/01/2019
<i>Notes:</i>				
9/26/19	The Shady Brook Principal will recruit and galvanize a group of parents to rekindle Shady Brook's PTO, and serve as a focus group for the school to learn what our parents and community want to see in terms of parent events and engagement	Complete 07/17/2019	Will Gibson	07/17/2019
<i>Notes:</i>				
9/26/19	Shady Brook Staff will work with Shady Brook Parents in creating and carrying out a Fall Festival	Complete 10/12/2019	Will Gibson	10/12/2019

<i>Notes:</i>				
6/12/18	Implement a schedule for meeting and including Hispanic families in the community with Shady Brook Elementary	Complete 11/14/2019	Cindy Lawrence	11/14/2019
<i>Notes:</i>				
9/26/19	Shady Brook Staff will work with Shady Brook Parents in creating and carrying out a Movie Night	Complete 11/13/2019	Will Gibson	11/21/2019
<i>Notes:</i>				
11/29/19	The Shady Brook staff and the Shady Brook parents will continue to work together to involve families	Complete 03/13/2020	Will Gibson	02/13/2020
<i>Notes:</i>				
10/5/20	The Shady Brook staff and the Shady Brook parents will continue to work together to involve families.		Michelle Tiesi	03/17/2021
<i>Notes:</i>				