

Mission

Elwyn G. Campbell School is committed to providing each student with optimal learning opportunities so that they can reach their full academic and social potential. To ensure that all children reach their potential:

- The staff works and shares as a collaborative team.
- Each student experiences success, feels cared for and positive about their involvement at Campbell School.
- Teachers are motivated, enthusiastic, and experience continued professional growth.
- We provide an environment which is orderly, safe, inviting, and engaging.
- Our parental community feels welcomed and valued as full participants in their child's education.
- The leadership is supportive, encouraging, and fosters positive changes.

Vision

The Elwyn G. Campbell Elementary School, in partnership with parents and the community, challenges all students with high quality educational experiences that foster academic, physical, social, and emotional development within a safe, diverse, and inclusive community. We empower families with proactive guidance in supporting their child's education. We commit to empower our students to think critically, solve problems, and become respectful, responsible, contributing citizens. Students will demonstrate responsibility for their learning.

Core Values

At Elwyn G. Campbell School, we treat each other with respect, we take responsibility for our learning, and we strive for a respectful, kind, and safe school for all.

Theory of Action

If we strengthen the quality of instruction, maximize effective student support systems, and provide high quality targeted professional development, students will then demonstrate measurable growth toward academic proficiency and beyond.

Strategic Objectives				
1. High Quality Instruction <i>Increase student achievement by strengthening teaching and learning.</i>	2. Effective Student Support Systems <i>Create an inclusive, culturally responsive learning environment.</i>	3. Strong family and community relationships <i>Empower families and the community through collaboration.</i>	4. Team excellence <i>Cultivate and recruit a highly skilled workforce.</i>	5. Enhance Positive Public Profile <i>Implement effective strategies to raise the profile and reputation of Campbell School and NBPS</i>
Strategic Initiatives				
1.1 Deliver rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps. <i>SY20-21 added</i>	2.1 Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students. <i>SY20-21 Monitoring fidelity</i>	3.1 Parent Family Engagement Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families <i>SY20-21 added</i>	4.1 Provide opportunities for Professional Collaboration around model lessons, data analysis, and student achievement. <i>SY20-21 continued from SY19-20</i>	5.1 Create and implement an effective communication plan to highlight Campbell school. <i>SY19-20 Imbedded</i>
1.2 Utilize data to drive instructional practices at weekly Common Planning Times, individual teacher data meetings, and SILT	2.2 Use a tiered system of supports to meet the needs of all students	3.2 Build and sustain two-way communication that is culturally proficient. <i>SY19-20 Imbedded</i>	4.2 Provide targeted professional development to build capacity in staff. <i>SY20-21 added</i>	5.2 Utilize a variety of media to maximize awareness and support of Campbell School's goals, objectives, and programs <i>SY20-21added</i>
1.3 Teachers will provide tiered I, II, and III instruction to promote high expectations and engagement to meet diverse learning styles and needs. <i>SY20-21 Updated "Virtual"</i>	2.3 Implement PBIS system to provide students with a safe and collaborative learning environment where they can take academic risks.			
	2.4 Implement Social Thinking and Zones of regulation methodology to all classrooms			

Outcomes				
[Insert specific and measurable outcomes]				
<p>1a: Increase the percentage of grade 3,4,5 students who meet or exceed expectations on the ELA MCAS. The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 45% in 2018 to 57% in 2021.</p> <p>1b: Increase the percentage of grade 3,4,5 students who meet or exceed expectations on the Math MCAS. The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 32% in 2018 to 44% in 2021.</p> <p>1c. Increase the percentage of grade 5 students who meet or exceed expectations on the Science MCAS, The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 41% in 2018 to 50% in 2021.</p> <p>2a: Decrease the total number of students needing support from the school crisis team in grades k-5. The average number of students the School Crisis Team supports each month will decrease. SY18-19 monthly average 5 students.</p> <p>2b: Increase the percentage of student who respond favorably on school climate surveys administered by MA DESE. Specific VOCAL survey questions or category to be identified for improvement at grade 5.</p> <p>3a: Increase the favorable response rate of the district family and community engagement survey. Survey will be developed at the district level and administered during the 2019-2020 school year, and targets will be set for the following school years.</p> <p>3b: Decrease Chronic Absenteeism as measured on MCAS. Decrease Chronic absenteeism from 15.8% to 9.8% as measured on Spring 2020 MCAS then decrease by 1% each year after.</p> <p>4a: Increase participation in the professional learning community where teachers are modeling lessons and sharing best practices with colleagues. A plan will be developed that supports teachers modeling lessons/best practices with colleagues.</p>				

Elwyn G. Campbell
Plan Overview 2019-2022
 9/9/2019

Elwyn G. Campbell Action Plan, 2020-2021

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

Goal 1: High Quality Instruction~ *Increase student achievement by strengthening teaching and learning.*

Strategic Initiative 1.3 *Teachers will provide tiered I, II, and III instruction to promote high expectations and engagement to meet diverse learning styles and needs.*

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Develop targeted instructional groupings of Tier I, Tier II, and Tier III for in-person and virtual instruction to accommodate all academic levels of support.	SILT Teachers Principal Tiered Literacy Committee	9/2020-10/2021	<i>SY 2019-2020: Significant Progress made</i> <i>Tier I:</i> Teachers engage students in whole group instruction based on the current standard and/or skill. Flexible grouping/ peer partners is utilized to allow for students to participate in peer learning and discussions. Whole class discussions are implemented promoting sharing ideas and feedback. <i>Tier II:</i> Students are engaged in small groups with the teacher and/or reading specialist working on targeted concepts/ skills based on formative assessments. <i>Tier III:</i> Small groups of students are pulled out of the classroom to work on targeted areas based on IEP

			goals, EL goals, and formative assessments. SY20-21:
Teachers have strong practices around student engagement both in-person and virtual.	SILT PBIS Teachers Principal TLS	9/2020-6/2021	SY19-20: <i>Based on District Learning Walk:</i> Sept. 30, 2019: Student Engagement= Medium March 3, 2020: Student Engagement= High <u>6</u> <u>Evidence:</u> <ul style="list-style-type: none"> • Active engagement • Majority of students on task and all had materials • Manipulatives • Out of 5 classrooms visited, very few students were off task • ¾ classrooms students seemed genuinely interested in the learning As a school, we will continue to develop strong practices around student engagement to create a more optimum learning environment meeting the needs of all learners. SY20-21:
Teachers provide students with opportunities of analysis and inquiry, daily	SILT Teachers Principal TLS	9/2020-6/2021	<i>Based on District Learning Walk:</i> Sept. 30, 2019: Analysis and Inquiry: Low March 3, 2020: Analysis and Inquiry: Medium <u>4</u> <u>Evidence:</u> <ul style="list-style-type: none"> • Students had open-ended writing prompts with time to compose • ¾ classes had open-ended tasks that involved cognitive challenges

			<ul style="list-style-type: none"> • Gr. 4 students were building a model to identify/ navigate a problem • Students analyze work in ¾ classrooms; Read after write around and chose best, rollercoaster lab, listen to story draw details <p>As a School, we will continue to develop strong practices around analysis and inquiry to support students in digging deeper into the content at hand.</p> <p>SY 20-21:</p>

Measuring Impact

<p>Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Identified targeted instructional groupings will be evident in all classrooms and “Virtual” learning during Tier I, II, and III instruction.</p>	<p>SILT Principal Teachers TLS</p>	<p>9/2020-10/2021</p>	<p>SY19-20: Tier I: Classroom Teacher Whole Group mini lesson 10-15min Independently, pairs, sm. Groups, students engage in the new learning 15-20min Whole group Share out learning, ideas, strategies Feedback on going Tier II: Classroom Teacher, Reading Specialist Targeted small group instruction with scaffolds 10-15 minutes Independent work with immediate teacher feedback and/or scaffolds 15-20min. Tier III: Special Education Teacher, EL Teacher Targeted small group, out of regular classroom instruction based on IEP and/or EL Goals with</p>

			<p>scaffolds 10-15 minutes Independent work with immediate teacher feedback and/or scaffolds 15-20min. SY 20-21:</p>
High levels of instructional questioning that probes student thinking and access/assess prior knowledge	Principal Teachers SAC TLS	9/2020-6/2021	<p>Evidenced form DLW March 3, 2020:</p> <ul style="list-style-type: none"> • Students analyze work in $\frac{3}{4}$ classrooms <p>SY20-21:</p>
Writing is an element of student thinking everyday	Principal Teachers SAC TLS	9/2020-6/2021	<p>SY 19-20: Ongoing in every classroom PK-5 Evidence:</p> <ul style="list-style-type: none"> • Daily journal • Response to reading • HOT questions in math • Genre writing • Open ended writing prompts <p>SY20-21:</p>
Student-to-student and student-to-teacher generated questions are implicit in every lesson and academic vocabulary is evident.	Principal Teachers SAC TLS	9/2020-6/2021	<p>Evidenced form DLW March 3, 2020:</p> <ul style="list-style-type: none"> • $\frac{3}{4}$ majority of look fors seen • Some classes had a balance of teacher and student talk • Student discussion was focused and students used academic vocabulary • $\frac{3}{4}$ classes showed 4 or more of the look fors • PK students engaged in peer to peer dialogue <p>SY20-21:</p>

<p>Inspire all students to develop arguments and examine and analyze information</p>	<p>Principal Teachers SAC TLS</p>	<p>9/2020- 6/2021</p>	<p><i>Based on District Learning Walk:</i> Sept. 30, 2019: Instructional Dialogue: Low March 3, 2020: Instructional Dialogue: Medium <u>5</u> <u>Evidence:</u></p> <ul style="list-style-type: none"> • $\frac{3}{4}$ majority of look fors seen • Some classes had a balance of teacher and student talk • Student discussion was focused, and students used academic vocabulary • $\frac{3}{4}$ classes showed 4 or more of the look fors • PK students engaged in peer to peer dialogue <p>SY20-21:</p>

Goal 1a Effective Student Support Systems~

Strategic Initiative 1.1 Deliver rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.

Progress Monitoring:

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Professional development utilizing the ELA curriculum map developed by NBPS and DESE.	Principal DESE: Kristen Osborne	9/2020-12/2020	SY20-21: 9/8/2020 PD by Kristen Osborne 11/17/2020: 12/3/2020:
Teachers collaborate with grade level teams to plan lessons utilizing district curriculum maps.	Principal Teachers TLS	9/2020-6/2021	SY20-21:
Observations to monitor implementation of rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.	Principal Teachers TLS	9/2020-6/2021	SY20-21:
Teachers analyze student work to measure impact of instruction.	Principal Teachers TLS	9/2020-6/2021	SY20-21:
Teachers adjust instruction	Teachers	9/2020-6/2021	SY20-21:

based on data.	TLS		
Teachers engage in coaching sessions with TLS and/or principal to strengthen teaching practices.	Teachers TLS Principal	9/2020-6/2021	SY20-21:

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Teachers will deliver standards based instruction outlined in the ELA curriculum maps.	Teachers TLS Principal	9/2020-6/2021	SY20-21:
Students will be highly engaged in well planned lessons.	Teachers TLS	9/2020-6/2021	SY20-21:
Feedback to teachers will align with rigorous standards based instruction correlated with the standards outlined on District curriculum maps.	Teachers TLS Principal	9/2020-6/2021	SY20-21:
Teacher will give meaningful feedback to students, form targeted groups, and adjust instruction in a timely manner.	Teachers TLS	9/2020-6/2021	SY20-21:

Teachers will receive immediate feedback that impacts classroom practices.	Teachers TLS Principal	9/2020-6/2021	SY20-21:
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Goal 2 Effective Student Support Systems~ Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.1 Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students.

Progress Monitoring

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Monitor fidelity of BBST/SEI protocol	Principal SEI Teacher SAC TLS	9/2020-6/2021	SY19-20: Although the meetings were not kept on schedule, teachers followed the proper protocol of differentiating instruction and implementing strategies from the DCAP and drawing from their own repertoire. Teachers utilized the proper paperwork documenting the work and student progress. Teachers shifted when the new forms came available in February. SY20-21:

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<i>Person Responsible</i>	Date	Status
WCST/SEI team will meet monthly, following the newly established district protocol	Principal Teachers SEI Teacher	10/2020-6/2021	SY19-20: Team did not meet monthly. Moving forward a set schedule will be made and monitored closely.

	<i>SAC Nurse TLS</i>		SY20-21:
Students identified will increase achievement as indicated on Lexia, Freckle, STAR, DRA, Math Benchmark Assessments.	<i>Principal Teachers SEI Teacher SAC Nurse TLS Students</i>	10/2020-6/2021	SY 19-20: Inconclusive due to the closing of schools for COVID-19. SY20-21:
The number of students referred to WCST will be greater than the number of students referred for special education services.	<i>Principal Teachers SEI Teacher SAC Nurse TLS Students</i>	10/2020-6/2021	SY19-20: DATA NEEDED SY20-21:

Goal 3: Strong Family and Community Engagement~ *Empower families and the community through collaboration.*

Strategic Initiative 3.1 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Continue relationships with community partners; Caring Network, Child and Family, YWCA	<i>Principal Teachers SEI Teacher SAC Nurse TLS</i>	<i>9/2020-6/2021</i>	SY20-21:
Conduct home visits for families who need support	SAC Principal Other staff	<i>9/2020-6/2021</i>	SY20-21:
Provide family engagement opportunities that educate and empower families. Ex: Family workshop Night	<i>Principal Teachers SEI Teacher SAC Nurse TLS</i>	<i>9/2020-6/2021</i>	SY20-21:

Measuring Impact

<p>Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Families will gain knowledge to support their child’s academic and social emotional learning.</p>	<p>Principal Teachers SAC Nurse</p>	<p>9/2020-6/2021</p>	<p>SY20-21:</p>
<p>Families are educated and empowered by having individual support targeted to their needs.</p>	<p>Principal Teachers SAC TLS Nurse</p>	<p>9/2020-6/2021</p>	<p>SY20-21: Week of 9/ 3 home visits for technology issues Week of 10/5: 2 home visits due to attendance issues</p>
<p>Families benefit from the support of our community partners.</p>	<p>Community partners SAC Principal</p>		<p>SY20-21: Outside counseling Parent workshops:</p>

Goal 4: Team Excellence~ *Cultivate and recruit a highly skilled workforce.*

Strategic Initiative 4.1 *Provide opportunities for Professional Collaboration around model lessons, data analysis, and student achievement.*

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Teachers will observe model lessons by DESE consultant for the Tiered Literacy Academy	SILT Teachers Principal DESE Tiered Literacy TLS	12/2019-5/2019	<p>SY19-20: Teachers met by grade level with Kristen Osborn unpacking reading standards and planning by UDL. Due to school closing our time was shortened. We will continue to work closely with DESE and the Tiered Literacy Academy.</p> <p>SY20-21:</p>
Teachers will model lessons/ share best practices with colleagues throughout the year.	Principal Teachers SAC TLS	9/2019-6/2020	<p>SY19-20: Teachers collaborate on a regular basis during weekly common planning times. Moving forward, the new position of TLS will guide teachers to develop active PLC's to strengthen learning and develop shared strategies to increase student engagement, analysis and inquiry, instructional dialogue, and positive culture.</p> <p>SY20-21:</p>

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Teachers' lessons will foster respect for diversity, be standards based, with high quality instructional strategies and high student engagement strategies.	Principal Teachers SAC TLS	9/2020-6/2021	<p>SY19-20: Teachers are cognizant of ensuring resources used represent our student population. The district has purchased more literature to utilize. Lessons are standards based. We have improved on implementing quality instructional strategies and engaging students, as referenced by the District Learning Walk.</p> <p><i>Based on District Learning Walk:</i> Sept. 30, 2019: Student Engagement= Medium March 3, 2020: Student Engagement= High <u>6</u></p> <p><i>Based on District Learning Walk:</i> Sept. 30, 2019: Analysis and Inquiry: Low March 3, 2020: Analysis and Inquiry: Medium <u>4</u></p> <p><i>Based on District Learning Walk:</i> Sept. 30, 2019: Instructional Dialogue: Low March 3, 2020: Instructional Dialogue: Medium <u>5</u></p> <p>SY20-21: This year the Teaching and Learning position has been establish at Campbell.</p>
High quality professional learning community will be established where	Principal Teachers	9/2020-6/2021	<p>SY19-20: Moving forward, the new position of TLS will guide teachers to develop active PLC's to</p>

teachers will take risks and collaborate regularly with colleagues.	SAC TLS		strengthen learning and develop shared strategies to increase student engagement, analysis and inquiry, instructional dialogue, and positive culture. SY20-21:
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Goal 4: Team Excellence~ Cultivate and recruit a highly skilled workforce.

Strategic Initiative 4.2 Provide targeted professional development to build capacity in staff.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
<i>Teachers will engage in the 3rd year of DESE sponsored Literacy Academy.</i>	Principal Teachers SAC TLS	9/2020-6/2021	<i>Literacy Academy PD Dates:</i> <i>District:</i> 9/28, <i>School based:</i> 9/8, 11/17, 12/3
<i>PD supporting a variety of platforms, Google extensions, and apps to support Virtual Learning.</i>	Principal Teachers SAC TLS Paraprofessionals	9/2020-6/2021	<i>District PD for Virtual platforms:</i> 9/1: Health and Safety, IT Overview, Google Classroom 9/3: Keyboarding without Tears, STAR 360 9/9: Lexia 9/11: MYON <i>School based PD:</i> 9/30: Flip Grid, Jam Board, MYON, Relay Classroom
<i>PD supporting curriculum and social emotional learning and Data analysis.</i>	Principal Teachers SAC TLS Paraprofessionals	9/2020-6/2021	<i>School based PD:</i> 9/4 Foundations 9/10: Mindfulness 9/11: Foundations 9/30: Heggarty

Measuring Impact

<p>Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Teachers will deepen their understanding of literacy instruction reflective in student feedback and multiple data points.</p>	<p>Principal Teachers SAC TLS</p>	<p>9/2020-6/2021</p>	
<p>Students will engage in rigorous standard based literacy instruction evidenced by level of growth.</p>	<p>Principal Teachers SAC TLS</p>	<p>9/2020-6/2021</p>	

Goal 5: Enhance Positive Public Profile~ Implement effective strategies to raise the profile and reputation of Campbell School and NBPS

Strategic Initiative 5.2 Utilize a variety of media to maximize awareness and support of Campbell School’s goals, objectives, and programs

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
<i>Continued development of the Campbell School Facebook page.</i>	<i>Principal SAC TLS Secretary</i>	<i>9/2020- 6/2021</i>	SY20-21:
<i>Keeping the NBPS School page updated.</i>	<i>Principal Webmaster Teachers SEI Teacher SAC Nurse TLS</i>	<i>9/2020- 6/2021</i>	SY20-21:
<i>Use consistent platforms to deliver information to families.</i>	<i>Principal Teachers SEI Teacher SAC Nurse TLS</i>	<i>9/2020- 6/2021</i>	SY20-21:

Measuring Impact

<p>Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Forming stronger partnerships with parents and community by keeping them up-to-date with school functions and announcements.</p>	<p>Principal Teachers SAC TLS Nurse Paraprofessionals</p>	<p><i>9/2020- 6/2021</i></p>	
<p>Families will be fully informed on how to access information about Campbell School.</p>	<p>Principal Teachers SAC TLS Nurse Paraprofessionals</p>	<p><i>9/2020- 6/2021</i></p>	

Note: This Action Plan template depicts an example for one strategic initiative. For each strategic initiative, develop one set of aligned benchmarks – for both Process and Early Evidence of Change.

NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

What Are Mission, Vision and Core Values? The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as

classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.