

## Comprehensive Progress Report

**Mission:** As a highly qualified staff, we commit to helping our students achieve high academic growth in a safe, nurturing, and engaging environment. Our students will be lifelong learners and globally competitive.

**Vision:** United we SOAR for success by being: Safe, Outstanding, Accountable, and Respectful

**Goals:**

A 4.01 - Strategic Long term goal: By the year 2022, the Total FAM-S score will increase from 73.7% to 80% indicating that MTSS is being implemented at the operational level.

A 4.01 - Target Short term goal: By the year 2020, all six of the MTSS critical components will score 70% or higher, improving our total FAM-S score from 73.7% to 76%.

A 3.02 - Strategic Long term goal: By 2022, our math proficiency on the End-of-Grade test will increase from 77% to 86%.

A 3.02. - Target Short-term goal: By 2020, our math proficiency on the End-of-Grade test will increase from 77% to 80%.

A 3.02 - Strategic Long Term goal: By 2022, our proficiency on the reading on the End-of-Grade test will increase from 73% to 80%.

A 3.02. - Target Short-term goal: By 2020, our proficiency on the reading End-of-Grade test will increase from 73% to 76%.

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		3-5 grades are currently administering NC Math Check Ins 3 times a year. In the past, K-3 has administered MClass benchmark reading assessments 3 times a year. Up until this year, 4-5 grades have administered iReady assessments 3 times a year in Math and Reading. This year, 3rd grade has also already administered Math iReady assessment, as well at grades 4-5.	Limited Development 08/29/2019		

<b>How it will look when fully met:</b>	In addition to the 3-5 assessments that are already being administered 3 times a year (Math Check Ins, iReady), K-2 will also create and administer quarterly math benchmark assessments (for quarters 1, 2, and 3). K-3 will administer IStation reading assessments 3 times throughout the year.		<b>Kelly Collins</b>	<b>05/20/2020</b>	
<b>Actions</b>		<b>0 of 5 (0%)</b>			
8/29/19	Administer 1st reading and math assessment (3-5 Check Ins, K-2 quarterly assessments, K-3 IStation, 4-5 I-ready)		Pam Long	10/15/2019	
<i>Notes:</i>					
8/29/19	Review and analyze checkins and other assessment data.		Grade level PLC chair	11/01/2019	
<i>Notes:</i>					
8/29/19	Use assessment data to adjust and create new intervention groups based on gap areas.		Kelly Collins & Tricia Freeze	11/10/2019	
<i>Notes:</i>					
8/29/19	Continue Instructing students on grade level standards.		Judy Hix	12/02/2019	
<i>Notes:</i>					
8/29/19	Document interventions being provided and progress monitor as needed.		Lisa Souther	12/02/2019	
<i>Notes:</i>					
	<b>A3.08</b>	<b>Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We have been using various online programs across the school and grade level. Last year we began using education galaxy (math and reading). Staff received two trainings on the program. We also began using reflex math last year for fact fluency.	Limited Development 08/29/2019		
<b>How it will look when fully met:</b>	All grade levels will use at least one common online program that will generate multiple data reports. Teachers will use the data to progress monitor student's mastery of objectives. Leadership team will review reports and ensure that the program is being implemented with fidelity.		<b>Pam Long</b>	<b>05/20/2020</b>	

<b>Actions</b>				<b>0 of 5 (0%)</b>			
8/29/19	Administer Reflex diagnostic to students who have not used reflex previously and establish baseline fluency for students who have used reflex previously.			Tricia Freeze	09/06/2019		
<i>Notes:</i>							
8/29/19	Complete Reading and Math diagnostic assessments on Education Galaxy.			Pam Long	10/15/2019		
<i>Notes:</i>							
8/29/19	Analyze data from both online programs and determine next steps for instruction.			Pam Long	11/04/2019		
<i>Notes:</i>							
8/29/19	Monitor student progress toward mastery of standards using data reports from Reflex and Education Galaxy.			Grade level PLC chair	12/02/2019		
<i>Notes:</i>							
8/29/19	Leadership team will monitor usage of these programs with weekly reports from Reflex and Education Galaxy.			Lisa Souther & Judy Hix	12/02/2019		
<i>Notes:</i>							

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Student support services</b>				
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<b>Initial Assessment:</b>		Master schedule for "Hawk Time" evidence-based instruction aligned with individual needs of students is used. All teachers, including enhancement teachers, and teacher assistants are used during interventions and enrichment instruction. Not all teachers are implementing interventions with fidelity. Not all teachers understand or use the documentation that is required for RTI - and not all teachers progress monitor on a required regular basis. This has improved greatly from its starting implementation stages. The SAM was administered at the end of last school the ratings indicate that all 39 elements have been implemented to some degree. Five overall ratings were emerging /developing. Thirty-two ratings were operationalizing and two ratings were optimizing.	Limited Development 03/13/2017			

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	-4th and 5th grade will have data from IReady in reading and math and K-3 will have state assessments available in math for data on students - progress monitoring will be done with fidelity -every teacher will fill out documentation form on strategies used during Rti -monthly data will be uploaded into Rti stored during PLC's -during PLC's teachers will document the Rti groups their students are in and what skill they are working on. This will be done monthly.			<b>Lisa Souther</b>	<b>06/01/2020</b>
<b>Actions</b>			<b>18 of 22 (82%)</b>		
	3/5/19	Determine next steps for specific areas in need of improving implementation.	Complete 06/10/2019	leadership team & SIT	06/10/2019
	<i>Notes:</i>				
	3/4/19	Apply for recognition	Complete 08/01/2019	Leadership Team	08/15/2019
	<i>Notes:</i>				
	8/29/19	Schedule monthly MTSS PLC on school matrix	Complete 08/16/2019	Leadership Team	08/20/2019
	<i>Notes:</i>				
	8/29/19	Build capacity for MTSS implementation by providing professional development.		Lisa Souther	10/25/2019
	<i>Notes:</i>				
	8/29/19	Have all teachers earn at least one MTSS micro-credential.		Grade level PLC chair	11/20/2019
	<i>Notes:</i>				
	8/29/19	Bring conferencing logs to MTSS PLC and all progress monitoring data.		Grade level PLC team chair	12/02/2019
	<i>Notes:</i>				
	8/29/19	Continue implementing readers' workshop during Hawk Time and document with conferencing logs.		Judy Hix	12/02/2019
	<i>Notes:</i>				
<b>Implementation:</b>			06/12/2018		
<b>Evidence</b>	6/12/2018				
<b>Experience</b>	6/12/2018				
<b>Sustainability</b>	6/12/2018				

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
<i>Initial Assessment:</i>		We have a school counselor in place who addresses any additional services required for students who are having trouble managing their emotions and other issues related to home life. We offer an additional after school Good News Club to help manage student's emotional state.	Limited Development 05/04/2017		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Teachers will feel prepared to meet the emotional needs of the students through training and understanding what options are available outside of the school for support.	<b>Objective Met 06/12/18</b>	<b>Gregg Farr</b>	<b>06/01/2018</b>
<i>Actions</i>					
<i>Evidence</i>		5/17/2018			
<i>Experience</i>		5/17/2018			
<i>Sustainability</i>		5/17/2018			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
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>		Our school has a School Improvement Team, Leadership Team and Goal Teams. We also have grade level teams which meet weekly for collaborative planning, data analysis, team discussion on Rti data. We have data days and keep agendas and minutes. Professional development has been offered during grade level planning in math and reading from Dr. Cain and Dr. Goins.	Limited Development 05/04/2017		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		There will be three goal teams (reading, math, and behavior/social). Teams will review on a regular basis the school continuous improvement data.	<b>Objective Met 06/12/18</b>	<b>Pam Long</b>	<b>06/11/2018</b>

<b>Implementation:</b>		06/12/2018		
<i>Evidence</i>	6/12/2018			
<i>Experience</i>	6/12/2018			
<i>Sustainability</i>	6/12/2018			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Our principal spends time observing instruction while doing evaluations, CWT, PLC meetings and dealing with behavior issues. She is also in charge of bus routes and she does a lot of school tours.	Limited Development 05/04/2017		
<i>How it will look when fully met:</i>						
<b>Actions</b>						
<i>Notes:</i>						