

Comprehensive Progress Report

Mission: Mission: Success for Every Child Every Day

Vision: We will become a school that Exceeds Expected Growth, and achieves a school letter grade of "C" or higher.

Goals:

Target Goal: 2.04 - By the end of the 2019/2020 school year, 100% of our teachers will continue to demonstrate collaborative planning of standards aligned units of instruction for each subject and grade level. This will be demonstrated by submitted and approved lesson planning documents that clearly document evidence of teacher fidelity to the facilitation of researched based strategies for strengthening core instruction by at least 8.2% (or higher) in every classroom, and by every classroom teacher moving at least 2 students or more to adequate or higher growth and out of the MTSS and Tier referral process. Strategic Goal: 2.04 - By June of 2020 all teachers will meet or exceed growth and our school wide composite will exceed expected growth as measured by EVAAS growth measures and data.

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Target Goal: 4.01 - By the end of the 2019/2020 school year, 100% of all teachers will support the Multi-Tiered System of Support by delivering evidence based instruction, determining anchor deficits, using researched based interventions and completing systematic progress monitoring to collect 6 valid data points for Tier 2 and Tier 3 referrals. This will be evidenced by the school level MTSS spreadsheet and other Rtl Stored documents/reports. Strategic Goal: 4.01 - By June of 2020 all teachers will have strengthened their core instruction and reduced the percentage of students in the tier process by 13 percentage points, from 18% to 5%. This will be evidenced by Rtl Stored statistical data, and by teachers demonstrating a reduction of students in the Tier Processes by at least 8%, through strengthening of core instruction in their lesson planning documents (coaching and feedback from Hall); their facilitation of researched based instructional strategies (from CWT data); and in their maintaining of Meets or Exceeds Expected Growth in every classroom for the 2019-2020 school year.



! = Past Due Objectives KEY = Key Indicator

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
	<i>Initial Assessment:</i>	Many teachers do themed subjects but not units of learning. Many teachers have begun to integrate the arts into various lessons but we would like to create art integrated units for all grade levels. We need to involve our arts teachers into the lessons.	Limited Development 06/08/2017		

How it will look when fully met:	An outside observer will be able to see the arts integrated into multiple subjects throughout the building. Most subjects will be integrated into themed units and lessons that are aligned to the new curriculum frameworks (2018-2019). The evidence will be teachers planning from the curriculum guides. Paper lesson plans will be turned into the PLC/Principal on a weekly basis. MClass scores, I-ready data, and benchmark scores will also be evidence.		Leanne Hall	05/22/2020
Actions		50 of 63 (79%)		
<i>Notes:</i>				
1/5/19	A Mid 9-Week Review and an End-Of-Year Review will be held by all Goal Team and SIT members to analyze data and determine if Action Steps being completed and/or effective in achieving our school wide goal of Meeting or Exceeding Expected Growth for the 2018-2019 school year.	Complete 06/10/2019	Leanne Hall	06/10/2019
<i>Notes:</i>				
8/30/19	Teachers will participate in Title I funded Phase I of "Word Wizardry" vocabulary Professional Development - 1 day of in-service, with plans for Phase II and teacher implementation being completed	Complete 08/02/2019	Leanne Hall	08/02/2019
<i>Notes:</i>				
8/30/19	Teachers will participate in Title I funded Phase II of vocabulary - Word Wizardry - professional development that consists of one-to-one coaching and support in classrooms and/or PLC's with consultant Melissa Dickerson. Implementation plans will be reviewed and next steps will be coached and supported to address our ongoing goals and plans to close gaps for our EC TSI Sub Group		Leanne Hall	09/25/2019
<i>Notes:</i>				
8/27/19	All PLC's will utilize Planning Maps on which to record collaboration and instructional best practices as coached and trained by our IF, and prepare these together in PLC's as documented in the PLC meeting minutes, with coaching and support being provided by the IF and Principal.		LeAnne Hall	12/19/2019
<i>Notes:</i>				
8/27/19	All PLC's will meet with IF L. Lee to collaborate and add to the planning maps and other planning and documents, with a specific focus and a system of checks and balances being included to address and close academic and performance gaps for our EC TSI sub group		Lashon Lee	12/19/2019
<i>Notes:</i>				
8/27/19	All grade levels will plan together and collaborate at least two times per		Lashon Lee	12/19/2019

	week. (One of these two meetings will be held with IF Lashon Lee)			
	<i>Notes:</i>			
8/27/19	All teachers will use one problem solving method, the Meyer's Model - or any other district approved math problem solving model - to solve math word problems and documented in their weekly Math Lesson Planning Document and checked by Principal Hall.		K-5 Classroom Teachers	12/19/2019
	<i>Notes:</i>			
8/27/19	Fidelity of facilitation of high yield, researched based instructional practices and core strengthening instructional practices will be monitored with coaching and feedback comments provided on CWT's and on the Weekly Lesson Planning Documents.		Hall & Lee	12/19/2019
	<i>Notes:</i>			
8/27/19	We will continue to strengthen our 5th grade Science core instruction by facilitating researched based learning strategies during Science Block for all 5th grade students. We will determine strategies that worked in the 2018-2019 year and continue to facilitate those during the 2019-2020 year.		Lauren Johnson	12/19/2019
	<i>Notes:</i>			
8/27/19	Teachers and enhancement teachers will meet quarterly - either during afternoon faculty meetings or during the teacher's planning time (with coverage provided for enhancement teachers) to integrate art standards into the standards based unit of learning in core classrooms. These meetings and integrated strategies to be used will be recorded on a shared Google document		Lee & Enhancement Teachers Fox, Bates, Prevette	12/19/2019
	<i>Notes:</i>			
8/27/19	All A+ Essential Teams will be responsible for planning and preparing for themed and/or arts integrated A+ Family & Community Engagement events during the first semester of the school year, as documented on their planning documents and in the meeting team agenda minutes and through evidence of the Family Night events (sign in sheets; agendas and flyers, feedback from event attendees).		SIP & A+ Essential Goal Teams	12/19/2019
	<i>Notes:</i>			
8/27/19	Teachers will continue to use the ISS curriculum guides and resources to plan during PLC's, as documented in the PLC meeting agendas and minutes		LeAnne Hall	12/19/2019
	<i>Notes:</i>			
8/27/19	Teachers in K-5 will bring math and reading intervention data to PLC's		Lashon Lee	12/19/2019

	at least once per month for review and next steps in the MTSS processes. This will be evidenced by use of this data during weekly Tier meetings for MTSS team decision making. Teachers will enter their data and decision making outcomes in RtI Stored during these MTSS Team Meetings			
<i>Notes:</i>				
8/27/19	A Mid Year Review (MOY) will be held by all Goal Team and SIT members to analyze data and determine if Action Steps are being completed and/or effective in achieving our school wide goal of Meeting or Exceeding Expected Growth for the 2019-2020 school year.		Hall & Essential Goal Teams	01/17/2020
<i>Notes:</i>				
8/27/19	Classroom teachers will submit signed Weekly Lesson Planning Documents with feedback and coaching provided by Principal LeAnne Hall. Hall will review this process at the end of the first semester to determine if additional actions need to be taken to improve the process.		Leanne Hall	01/17/2020
<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>		We are completing MTSS in RTI stored on a 6 week intervention schedule. We need to find a better way to clearly define the learning gaps of our students. We need to identify more effective interventions for reading, math, and behavior.	Limited Development 06/08/2017		
How it will look when fully met:		Intervention groups that are using researched based instructional interventions based on student gaps in reading and math in every grade level. School counselor will provide Classroom Guidance lessons and serve as the facilitator of Tier II and Tier III behavior plans. The evidence for behavior would be fewer office referrals and pre and post survey data from students. The evidence for the academic intervention data would be found in sound Core instruction, and effective research based interventions to close academic gaps that is demonstrated in student adequate or higher growth.		Amanda Brookshire	05/22/2020
Actions			33 of 42 (79%)		
1/5/19	A Mid 9-Week Review and an End-Of-Year Review will be held by all		Complete 06/10/2019	Leanne Hall	06/10/2019

	Goal Team and SIT members to analyze data and determine if Action Steps being completed and/or effective in achieving our school wide goal of Meeting or Exceeding Expected Growth for the 2018-2019 school year.			
<i>Notes:</i>				
8/27/19	Interventions for Tier Students will be monitored each week in PLC's and during weekly Tier team meetings, where teachers will be required to enter 6 data points of Intervention and progress monitoring data during the decision making processes of the Tier team meetings, and where individual data folders will be used to review current or new data. Specific focus will be directed to our TSI EC sub group students and our "bubble" students, with frequent action steps and next steps		Lee & Classroom Teachers	12/19/2019
<i>Notes:</i>				
8/27/19	We will continue with our school wide Character Education Program that will focus on a trait each month and be linked to the earning of Panther Paws or Principal Awards or other positive reinforcers (daily bell ringing; Panther Awards, etc.) that will motivate students to participate and demonstrate the Character Ed traits and/or respectful/responsible/safe behavior		Amanda Brookshire	12/19/2019
<i>Notes:</i>				
8/27/19	We will continue with check in/check out systems and processes; collection of data; distribution of data and results to staff and administration; and determinations of entry, continuation or exit of the CICO program. Next steps for Tier II or Tier III behavior plans will be implemented with fidelity if or when a student does not respond to CICO. Reviews will be conducted weekly during Leadership Team meetings.		Amanda Brookshire	12/19/2019
<i>Notes:</i>				
8/27/19	All classrooms will implement effective daily Morning Meetings that are linked to our monthly Character Ed traits. All classroom teachers will stand and greet their students each morning from 7:15 AM - 7:30 AM.		Leanne Hall	12/19/2019
<i>Notes:</i>				
8/27/19	The School Counselor will provide Classroom Guidance lessons that are aligned to our monthly Character Education traits and support our district Anti-Bullying goals. This will be evidenced by the Classroom Guidance Schedule with reporting and follow-up provided to the School Leadership Team or to the School NC Star/SIT by the School Counselor.		Amanda Brookshire	12/19/2019
<i>Notes:</i>				

8/27/19	Teachers will assess students to identify gaps and place students into intervention groups. Teachers will provide aligned interventions daily, and will progress monitor weekly on the lowest deficit gap in reading and math at Tier I, Tier II and Tier III (EC sub group students) and will meet with the MTSS Team to review progress and determine further steps to be implemented if students are not responding as demonstrated by the data.		Hall, Lee & Classroom Teachers	01/17/2020
<i>Notes:</i>				
8/27/19	Teachers will examine data on a regular basis, but will meet 3 times yearly for official Data Days, with district personnel being invited. The second Data Day meeting will be held after the MOY MClass/I-Station and IReady assessments, either during PLC's or during the school day, with subs being provided. Goals will be determined and set for Pathways To Progress for K-3. The third Data Day will be held as we approach the end of the semester to analyze instruction and develop next steps for the 2020-2021 school year.		Lashon Lee	01/17/2020
<i>Notes:</i>				
8/27/19	A Mid Year Review will be held by all Goal Teams and SIT members to analyze data and determine if Action Steps are being completed and/or effective in achieving our school wide goal of Meeting or Exceeding Expected Growth for the 2019-2020 school year. Specific focus will be directed on the progress/growth/next steps for our TSI sub group - EC students		Hall & Essential Goal Teams	01/17/2020
<i>Notes:</i>				
8/27/19	All teachers will continue to follow specifically trained steps with fidelity in the Tier Referral process: assess all students with fidelity with Reading For Phonics by Anita Archer, I-Station or MClass, NC -ENSI or I-Ready; develop intervention groups based on this data and provide researched based interventions; document progress monitoring; and attend Tier Referral meetings for team decision making on at risk and TSI EC sub group students in alignment with goals of reducing the number of students in the Tiers or Tier Referral process by at least 2 students or more in every classroom.		Lee & All Classroom Teachers	01/17/2020
<i>Notes:</i>				