

Comprehensive Progress Report

Mission: Learn, Lead, Love, Serve

Vision: At East Iredell Elementary, we aspire to help every child reach his/her potential in all avenues and walks of life.

Goals:

Strategic Goal 1: East will exceed growth in Math, ELA and Science. . Deployment plan: - Differentiated PD - PLC support - Teacher Tutoring - Use of New MTSS Coordinator/Interventionist. - Parent Communication through Remind, MTSS documentation and Thursday folders

Strategic Goal 2: Further develop our knowledge of the curriculum and continue to reflect on practices as seen in our lesson plans, PLC notes, differentiated playlist, classroom PDSA/Lead Measures.

Target Goal 1: East will increase reading proficiency from 45% to 52% and exceed growth through implementation of BIL, the ISS learning model and the MTSS process as measured by end of year assessments by May 2020.

Target Goal 1: East will increase math proficiency from 55% to 62% and exceed growth through implementation of BIL, the ISS learning model and the MTSS process as measured by end of year assessments by May 2020.

Target Goal 1: East will increase 5th Grade Science proficiency from 63.5 % to 67 % through the implementation of a science block in every grade level as well as adding a science block to the enhancement rotation

Target 2: East will develop and align K5 curriculum through the implementation of the ISS unpacking documents through high performing, goal setting professional learning communities as measured by PLC surveys, CWT data, agendas, planning maps and playlists by May 2020.



! = Past Due Objectives KEY = Key Indicator

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| 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> | | East is a Leader in Me school. Through Stephen Covey’s Leader in Me curriculum, students and staff are taught to use the seven habits in lessons and everyday life. Staff are challenged to be role models at all times, reteach behaviors, and empower students as leaders in the classrooms. Teacher are required to use classroom behavior logs to | | Limited Development 03/27/2018 | | |

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| | <p>keep track of student discipline, consequences and parent contacts. Teachers are responsible for following the processes on the classroom behavior logs prior to sending a student to administration for discipline. As a part of this process, teachers are required to make a positive phone call home to parents first. Many teachers use classroom dojo to keep contact throughout the school day with parents regarding behavior. Parents can see when their child loses or earns points for behavior. Additionally, administration requires that teachers spend the first two weeks of school intensely teaching, re-teaching and reinforcing classroom rules and expectations, as well as when we return from breaks. Administration helps hold teachers accountable of classroom management through formal observations and classroom walkthroughs. Staff development has been provided for Leader in Me as well as on positive relationships, and the effectiveness on 1:4 positive comment ratios.</p> | | | |
| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| How it will look when fully met: | Teachers will follow the calendar revisiting the Leader in Me habits/framework. Leadership will coach identified teachers needing management and compliance support with weekly meetings and classroom walkthroughs. Classrooms will be using Dojo or a economic reward system. Admin will be monitoring the ratio of positive to negative feedback. | | Kristie Love | 05/22/2020 |
| Actions | | | 2 of 4 (50%) | |
| | <i>Notes:</i> | | | |
| Implementation: | | | 07/31/2019 | |
| Evidence | 7/31/2019 | | | |
| Experience | 6/7/2019 Ongoing staff PD, support and modeling based on leadership observations and data. | | | |
| Sustainability | 7/31/2019 Ongoing differentiated staff support and professional development, monthly DI and BT meetings and coaching/modeling as needed. | | | |

Core Function:

Dimension A - Instructional Excellence and Alignment

| Effective Practice: | | Curriculum and instructional alignment | | | |
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| 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> | | <p>East Elementary has a clear process for aligning standards across grade levels. NC standards are established and communicated at the district level. Each year, Iredell-Statesville Schools selects model teachers to work together each summer during Curriculum Review Week (CRW) from across all schools to review and identify essential standards and create pacing guides with research based effective strategies per standard. These master teachers unpack the curriculum and share these unpacking documents district wide. Additionally, they create and tweak common benchmark assessments for ongoing formal data collection to analyze strengths and gaps as a district. Each year at East Iredell Elementary School, all teachers are trained on the unpacking documents by the school instructional facilitator.</p> <p>Throughout the year, the IF meets weekly with each PLC to share and discuss best practices, strengths and gaps based on ongoing instruction and bi-weekly progress monitoring. At the end of each month, each PLC will review the essentials of the unpacking documents and create a monthly planning map to align instruction. They post the maps on Google Drive for all EC, ESL and enhancement staff to ensure alignment is taking place across the school for the students. The unpacking documents and planning maps are used to create and develop lessons in weekly common planning - as teachers go more in depth and discuss the bi-weekly progress. They use the PLC PDSA to update maps, lessons, interventions and enrichment activities. (we also use the State RtI/MTSS model aligned to this process.) Each classroom analyzes the gaps to make process improvements. Every student also has a copy of the essentials to monitor their own growth in the student leadership notebooks. Parents are provided a copy of the essentials for any support they wish to provide at home.</p> | Limited Development 03/04/2016 | | |
| | | <p>Priority Score: 3</p> <p>Opportunity Score: 3</p> | Index Score: 9 | | |
| <i>How it will look when fully met:</i> | | The best practices above will continue, as well as the following process will be in place with 100% of the staff implementing aligned, engaging activities 100% of the time. Planning maps will include research based best practices, as well as resources completed by the PLC teams at least 2 weeks before the end of the month so all staff will have access to plan effective, engaging activities in a timely manner. 100% of the staff will have well developed lesson plans 100% of the time with highly engaging, purposeful activities based on the ongoing data collection. | Objective Met 07/31/19 | Angela Burgess | 05/31/2019 |

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| Materials and activities will be purposeful 100% of the time. Progress monitoring will be implemented with fidelity to move students across tiers in a timely manner. | | | | |
| Actions | | | | |
| Implementation: | | 07/31/2019 | | |
| Evidence | 9/9/2018 Growth in ELA and Science, math EOG scores have not been released, I-Ready and MClass growth, full implementation of BIL and playlist in every classroom. | | | |
| Experience | 9/9/2018 Data was tracked, RTI/MTSS process and progress, Core instruction and interventions tracked and discussed in PLC's, documented needed support and gave feedback for data and playlist/BIL process. | | | |
| Sustainability | 9/9/2018 Continued training and needed modeling/coaching to continue implementing blended learning, data tracking, MTSS, and other areas for PLC's. Leadership and PLC chairs will continue to track steps needed in the action plan based on SIT. EC classrooms and new teachers to EIES will need support in learning processes and expectations, continued accountability. | | | |

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| 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 |
| Initial Assessment: | With teacher turnover, as a school we have spent time training new teachers and new PLC teams. Teachers are on different levels of understanding. As a school, we have focused on strengthening the core instruction and redefining the tier instruction. Previously we only had 6% turnover and with stability we were able to implement interventions across the grade level with aligned supports. This year, with new staff and budget cuts we have had to restructure what that looks like at each grade level based on data. All staff have been trained that core non-negotiables in ELA includes 120 minutes, no more than 20 minute whole group mini-lessons. Math non-negotiables include 90 minutes with no more than 20 minute whole group mini-lessons. Interventions are aligned to student gaps. We have moved from | | Limited Development 04/21/2016 | | |

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| | <p>implementing across the grade level to moving back into classrooms due to change of staff training needs. As a school interventions were fluid within the classrooms and across the PLC in grades 2-5 for reading and math. (Grades K-1 will continue classroom interventions only.) Teachers currently monitor academic progress in core at least weekly, with interventions monitored every 10-20 days based on the tiers. Updated 2017-18: Interventions will take place within the classrooms or block partner classrooms in grades 3-5. (Grades K-2 will continue classroom interventions only.) Based on data, we will spend more time focusing on schoolwide aligned Tier 1 instructional strategies and resources, while continuing to closely monitor Tier 2 and Tier 3 with fidelity. East Elementary Leadership will create and align schoolwide process expectations in a BIL manual to train all staff with fidelity. (This manual was created by principal, IF and TOY in order to meet the specific needs of East gaps based on previous quantitative and qualitative data.) These requirements include increasing authentic student engagement, increased depth and ubiquity of Leader in Me, processes regarding blended/ individualized learning expectations, playlists and non-negotiables. All homeroom teachers and assistants have been trained on BIL from manual to increase an aligned level of student engagement and a timely response to individual instructional needs. Razz Kids Plus and Big Universe have been purchased, trained and implemented to monitor ongoing student learning in reading. (English & Spanish) I-Ready and Reading 3D/IDEL BOY assessments are being implemented to monitor student progress to determine process improvements based on data results. Ten Marks has been purchased, trained and implemented school wide to monitor student learning in math. (English & Spanish) Showbie has been purchased to align communication processes for staff, students and parents. Ongoing training will take place all year.</p> | | | |
| | <p>Priority Score: 3</p> | <p>Opportunity Score: 2</p> | <p>Index Score: 6</p> | |
| <p>How it will look when fully met:</p> | <p>100% of teachers will be trained and have a clear understanding of MTSS/response to instruction. Core instruction will be differentiated in response to all student strengths and gaps. Students will move through fluid tiered groups in both subjects based on consistent, ongoing informal and formal assessment results. 100% of students will show growth based on istation and EOG scores including our targeted subgroups. East has been identified as a TSI school based on the gaps of our EC subgroup. 100% of classrooms will have students authentically engaged with an increased level of student empowerment through</p> | | <p>Angel Oliphant</p> | <p>06/08/2020</p> |

leadership opportunities. We will add an MTSS coordinator to our Leadership team. We will also add a science block to in all grade level schedules as well as a science enhancement teacher.

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| Actions | | 83 of 95 (87%) | | |
| <i>Notes:</i> | | | | |
| 9/9/18 | Create, implement and analyze PLC Lead Measures based on EOY and monthly data results | Complete 06/10/2019 | Angela Burgess | 06/10/2019 |
| <i>Notes:</i> | | | | |
| 9/9/18 | Administer NC EOG, analyze data and make process improvements for 2019-20 SIP | Complete 06/13/2019 | PLC Data Managers | 06/10/2019 |
| <i>Notes:</i> | | | | |
| 9/9/18 | MTSS PLC Chairs schedules monthly support meetings to coaching | Complete 06/06/2019 | MTSS PLC Chairs | 06/10/2019 |
| <i>Notes:</i> | | | | |
| 9/9/18 | Review 2017-18 EOY data and RTI Stored info for each child. | Complete 06/10/2019 | PLC Data managers | 06/10/2019 |
| <i>Notes:</i> | | | | |
| 9/17/19 | Students will be identified based on need through assessment data. | | Church | 08/19/2019 |
| <i>Notes:</i> | | | | |
| 9/17/19 | Teachers are providing targeted instruction on identified gap areas during intervention time and during BIL rotations. | | Burgess | 08/19/2019 |
| <i>Notes:</i> | | | | |
| 9/17/19 | EC teachers will track data through the MTSS/RTi stored process. | | Church | 08/21/2019 |
| <i>Notes:</i> | | | | |
| 9/17/19 | Conduct 2 MTSS data review PLCs a month. | | Church | 08/21/2019 |
| <i>Notes:</i> | | | | |
| 9/17/19 | EC teachers will be assigned TAs during the day to help with individualized instruction/station rotations. | | Church | 08/22/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | 100% of students will make adequate growth based on district assessments and criteria including our subgroups. This will be accomplished through differentiated core instruction, alignment to curriculum guides, goals setting and data tracking. | | Kristie Love | 08/28/2019 |
| <i>Notes:</i> | | | | |

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| 9/5/19 | We will train new teachers on the BIL model with an outside trainer on Sept. 30. Then we will conduct monthly trainings during staff meetings on Tuesdays as well as targeted training during PLCs. | | Angela Burgess | 08/30/2019 | |
| <i>Notes:</i> The administration team will conduct CWT to make sure the BIL is followed and implemented with validity. | | | | | |
| 9/10/19 | We will continue to visit the 7 Minutes of 7 Habits during weekly staff meetings to keep our teachers abreast of the vocabulary used in a Leader in Me school. | | Angela Burgess | 09/03/2019 | |
| <i>Notes:</i> This will be added to staff meetings to focus on continued implementation of the 7 Habits modeling activities and framework. | | | | | |
| 9/17/19 | EC teachers will get attend Data Days. We will get subs for the EC teachers so that they can participate in our data days. | | Angela Burgess | 09/25/2019 | |
| <i>Notes:</i> | | | | | |
| 9/10/19 | 100% of teachers will be trained and have a clear understanding of MTSS/response to instruction. This will be done through PD, weekly PLCs with a focus on MTSS, the position of a MTSS coordinator and MTSS grade level chairs. | | Church | 05/22/2020 | |
| <i>Notes:</i> | | | | | |
| 9/10/19 | 100% of classrooms will have students authentically engaged with an increased level of student empowerment through leadership opportunities. This will be reflected in classrooms following the Leader in Me framework, Blended Individualized Learning, differentiated playlist and class and schoolwide leadership roles. | | Angela Burgess | 05/22/2020 | |
| <i>Notes:</i> | | | | | |
| Implementation: | | 07/31/2019 | | | |
| Evidence | 7/31/2019 | | | | |
| Experience | 6/10/2019 | | | | |
| Sustainability | 7/31/2019 | | | | |
| 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: | East is an MTSS (Multi-tiered system of support) and LiM (Leader in Me) school. Through these two structures all students are supported far beyond academics. Leader in Me provides an environment where | Limited Development 04/24/2016 | | | |

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| | <p>teachers build leaders. They focus on students' interests and strengths to help guide them to empowering leadership roles around the school and in their communities. However, there are some students who need more attention and intensive interventions in addition to our core Leader in Me culture. These students become part of MTSS for behavior. Teachers and students in the tier process work productively with counselors to target students emotional or behavioral needs. Once root cause is determined we provide interventions that help support students. Counselors meet with PLC teams every month to update which students receive support, which ones may need to be added based on ODRs and best practices/activities to help teachers in the classroom motivate students along the way.</p> | | | |
| <p>How it will look when fully met:</p> | <p>As we move towards being a fully implemented MTSS school we will reduce our ODRs by 7%. Our students behaviors will be in align within our 7 Habits/Leader In Me framework. We will reduce the number of at risk, tier 2 and tier 3 students by 7%. 100% of our teachers will be trained in and follow the framework with fidelity. 100% of our staff will be consistent in following the PBIS process (including bus drivers). We will focus on building relationships within the classroom and the community by having family/curriculum nights and classroom leadership roles. Our teachers will be supported by our counselors by providing lessons in Zones of Regulation, Stop, Breathe, Think Kids as well as providing Needs Assessments, Grounding Strategy Cards, The Calm APP, Suicide Prevention Morning Meetings and other resources needed by our staff and students to be mentally healthy. We will also partner with Turning Point to provide onsite therapy sessions for students.</p> | | <p>Kristie Love</p> | <p>05/22/2020</p> |
| <p>Actions</p> | | <p>0 of 6 (0%)</p> | | |
| <p>9/17/19</p> | <p>We will revisit the pink sheet process and train the teachers on how to fill out the pink sheets by explaining the levels of behavior. We will share the district discipline matrix with the teachers.</p> | | <p>Culbreth</p> | <p>08/06/2019</p> |
| <p>Notes:</p> | | | | |

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| 9/17/19 | Teachers will have daily Morning Meetings building on community relationships within the classroom. | | Oliphant | 08/19/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Lower the number of students at risk, Tier 2 and 3 through interventions and training teachers in behavior strategies by 7%. | | Peters | 08/21/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Create and maintain PD for teachers: Suicide prevention, Behavior Dr., Bully Training, Leader In Me Training, Zones of Regulation, 7 minutes for 7 Habits and other PD as needed. | | Peters | 08/22/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Lower ODRs by 7% by implementing behavior strategies, PBIS with fidelity, reinforcing the 7 Habits and Leader In Me. We will conduct CWTs to check for fidelity and we will continue to train teachers by visiting the 7 Habits weekly in staff meetings. | | Kristie Love | 08/22/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Lower ODRs on the buses by implementing positive reward systems: student of the month, competitions with BBB Best Bus with Behavior!! and incentives for bus drivers!! | | Michael Culbreth | 05/22/2020 |
| <i>Notes:</i> | | | | |

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| Core Function: | | Dimension B - Leadership Capacity | | | | |
| Effective Practice: | | Strategic planning, mission, and vision | | | | |
| 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 | |
| Initial Assessment: | | The school leadership team consisting of the principal, two assistant principals and instructional facilitator meet weekly for planning and to review effective practices. The leadership team agendas and meeting minutes are then shared with the staff. The school leadership team also meets weekly with PLCs to review curriculum, data, assist with planning and interventions, and to share best practices . The leadership team also meets monthly with the SIT team to plan and help carry out the school improvement plan. | Full Implementation 03/16/2018 | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
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| 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> | | Every PLC determines roles at the beginning of the year. Teachers are allowed to collaborate together and choose roles that best fit their personality and support the advancement of their PLC as a team. These roles consist of: grade level chair, recorder, field trip rep, data manager, time keeper, curriculum expert- Reading & Math, planning map facilitator. By creating this structure grade levels are working together to create strong instructional plans. Throughout the year the owner of these roles help facilitate PLCs. The leadership these roles facilitate, helps drive the success of the grade level team. Teachers are also afforded opportunities for leading school level and district level trainings based on their strengths and interests. This level of empowerment and engagement supports the positive performance and growth at our school. | Limited Development 04/24/2016 | | |
| <i>How it will look when fully met:</i> | | | | | |
| <i>Actions</i> | | | | | |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
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| Effective Practice: | | Quality of professional development | | | |
| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | N/A TBD | Limited Development 04/24/2016 | | |
| <i>How it will look when fully met:</i> | | School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review teacher observation data, that will be provided quarterly by the HR department, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans. CWT and observation data. Increased | Objective Met 10/16/17 | Angel Oliphant | 09/30/2017 |

access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.

Actions