

Comprehensive Progress Report

Mission:

Scotts Creek School, in partnership with parents and community members, is dedicated to providing an educational setting where students may learn in a safe environment that promotes opportunities for student achievement and success. The school will strive to inspire in each student a sense of self worth, responsible citizenship, and lifelong learning.

Learning together. Leading together.

Vision:

Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

Scotts Creek will continue to meet school accountability growth on an annual basis based on EVAAS Growth.

Scotts Creek will meet the exit criteria for the TSI-AT status with a three-year growth score above 1.00 or meet measures of interim progress on long-term goals (20.6 reading proficiency score and 18.0 math proficiency score in 2018-19 for Students with Disabilities).



Activity in the last 12 months

! = 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>		An increase in grade level/team planning on a routine basis for all subjects, some grades plan certain units together, have school-wide reading theme, follow math pacing guides for <i>Investigations/Connected Math</i> teachers participate in department PLCs, use <i>Comprehension Toolkits</i> and reading series to enhance reading instruction, Staff collaborates through work during faculty meetings, PLC groups, and grade level planning, participate in staff development and share with colleagues.	Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		We will have consistency within grade levels, follow pacing guides, increased sharing of materials/resources, increased collaboration of unit planning, increased instruction of rich, in-depth units, stronger vertical alignment/scaffolding, and improved communication between grades/departments. Evidence pacing guides/curriculum maps, lesson plans, unit plans, PLC minutes, grade level/dept meeting logs, grade level district meetings.		Katie Quiring	06/30/2020
Actions			6 of 28 (21%)		
9/22/16	Grade levels/departments will meet on a regular basis.		Complete 06/04/2019	Kim Fiskeaux	06/30/2019
<i>Notes:</i> All logs will be turned in to principal and shared with Mrs. Fiskeaux for monitoring. She will create a template for teachers to use. 2/28/17 - All grade levels have submitted at least 2 documented meeting minutes. Complete minutes are in document upload. 9/4/18 - Team will look at process and refine it for staff to more easily submit minutes to Data Manager.					
9/22/16	We will collaborate with media specialist and book room coordinator to utilize the resources (print & online) available throughout the school year, and share during grade level meetings.		Complete 06/04/2019	Linda Potter	06/30/2019
<i>Notes:</i> 2/28/17 - Our media specialist, Linda Potter, has shared at every monthly faculty meeting on new uses of technology, copyright, and coordinating between grade levels. 9/4/18 - Team decided to continue this action for this school year.					
9/16/19	Kindergarten District Level PLC		Complete 08/26/2019	Kindergarten teachers	08/26/2019
<i>Notes:</i>					

9/16/19	2nd grade District Level Meeting	Complete 09/05/2019	2nd grade teachers	09/05/2019
	<i>Notes:</i>			
9/16/19	3rd grade District Level Meeting	Complete 09/09/2019	3rd grade teachers	09/09/2019
	<i>Notes:</i>			
9/16/19	4th- 5th grade District Level Meeting	Complete 09/12/2019	4th and 5th grade teachers	09/12/2019
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level Meeting		Lead Teacher	09/19/2019
	<i>Notes:</i>			
9/16/19	AIG District Level PLC		Robin Hall	09/23/2019
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level PLC		Lead Teacher	10/17/2019
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level PLC		Lead Teacher	11/14/2019
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level PLC		Lead Teacher	12/19/2019
	<i>Notes:</i>			
9/16/19	Kindergarten District Level PLC		Kindergarten Teachers	01/09/2020
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level PLC		Lead Teacher	01/16/2020
	<i>Notes:</i>			
9/16/19	2nd grade District Level PLC		2nd grade Teachers	01/16/2020
	<i>Notes:</i>			
9/16/19	3rd grade District Level PLC		3rd grade teachers	01/23/2020
	<i>Notes:</i>			
9/16/19	4th-5th grade District Level PLC		4th-5th grade teachers	01/30/2020
	<i>Notes:</i>			
9/16/19	EC teachers District Level PLC		EC Teachers	02/06/2020
	<i>Notes:</i>			
9/16/19	English Learners District Level PLC		EL Teachers	02/10/2020
	<i>Notes:</i>			

9/16/19	Instructional Coach/ Lead Teacher District Level PLC		Lead Teacher	02/13/2020
	<i>Notes:</i>			
9/16/19	AIG District Level PLC		Robin Hall	02/20/2020
	<i>Notes:</i>			
9/16/19	Instructional Coaches/ Lead Teachers District Level PLC		Lead Teacher	03/26/2020
	<i>Notes:</i>			
9/16/19	1st grade District Level PLC		1st grade teachers	04/02/2020
	<i>Notes:</i>			
9/16/19	2nd grade District Level PLC		2nd grade teachers	04/06/2020
	<i>Notes:</i>			
9/16/19	3rd grade District Level PLC		3rd grade teachers	04/13/2020
	<i>Notes:</i>			
9/16/19	4th-5th District Level PLC		4th-5th teachers	04/20/2020
	<i>Notes:</i>			
10/5/18	Use online programs to support student learning.		All Staff	06/30/2020
	<p><i>Notes:</i> Moby Max, Accelerated Reader and Study Island online programs serve as informal data points for MTSS. These online programs support Reading, Math and Science instruction with the goals set through teacher planning. These online programs provide support for teachers' units of study and assessment data of student progress.</p> <p>-New software assessment for Math, iReady, implemented August, 2019.</p> <p>- If additional reference points are needed, a review of Accelerated Reader and Study Island data, assessment rubrics, and work sample reviews may be referenced.</p>			
9/5/19	Power Standards for each grade level for ELA and Math will be identified and serve as focal points for lessons in all subject areas. Key vocabulary supporting these standards will also be integrated into lessons to support Students with Disabilities and Hispanic students (ESSA subgroups). Universal standards of vocabulary will be shared for classroom teachers, EC teachers, special area teachers, tutors, and teacher assistants through the implementation of Curriculum Notebooks.		Jill Cook	06/30/2020
	<i>Notes:</i>			

9/22/16	We will complete and implement pacing guides/curriculum maps (edit throughout year as necessary) and share with special area teachers.		Wanda Fernandez	06/30/2020
<i>Notes:</i> 2/28/17: Curriculum maps have been created and shared among staff. Pacing guides are being aligned to instruction along with coordinating with other district staff. 9/4/18: Team decided to continue with this action.				

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:

Staff participates in professional development, through our MTSS Leadership Team, to strengthen core instruction. Staff collaborates through work during faculty meetings, PLC groups, and grade level planning. Data gained from assessments such as mClass, Benchmarks and Check-Ins are used to identify learning needs, gaps in core instruction, and drives overall core instruction. Additional data points are also gained from informal assessments such as Accelerated Reader, Study Island, Moby Max, Study Island and Fast Math.

Care Teams have been reorganized for more individualized assistance for teachers. Interventions are taking place with Title I remediation in reading and math by the lead teacher, interventionists and teacher assistants. We have three EC teachers, a speech pathologist, a social worker, guidance counselor, and a psychological service that provide support services. We also have parent volunteers, middle school Pride Team members (student leaders who provide reading support), and our MTSS Leadership Team that works to streamline the process.

Assessment of needs is derived from Benchmarks, NC Checkins, mClass, Star Math, reading assessments, Accelerated Reader, and some teachers are trained in Wilson Reading, Foundations, and Burst. Every classroom completes intervention plans and intervention opportunities are in place for 7th and 8th grade. The Intervention Plans increase parent involvement and improves interventions for students. We use computer based programs such as Accelerated Reader, Study Island, MobyMax, and Fast Math to reinforce student learning, as well as conduct informal assessment which yields valuable data that are used for the Tier process.

Limited Development
09/14/2016

How it will look when fully met:	A minimum of 80% of students in each classroom will demonstrate success through multiple measures, including but not limited to: benchmarks, iStation, reading assessments, iReady, student work samples, K-2 math assessments, EOG/EOC scores, project based learning, classroom assessments, unit tests, and KEA. Research based interventions will be utilized for students who have not demonstrated proficiency in the above measures. Evidence will include assessment results by classroom, documentation of interventions used, attainment of IEP goals, schedules, lesson plans, EVAAS/PowerSchool documentation.		Wanda Fernandez	06/30/2020
Actions		1 of 11 (9%)		
10/30/18	<p>Parent Involvement money provided by Title I funding will be used to support parent involvement with core curriculum and the tiered framework.</p> <ol style="list-style-type: none"> 1. We support family engagement, learning opportunities and increased awareness for parents. This includes free snacks and childcare provided for families and their children by encouraging and supporting attendance for events such as Family Night and Curriculum Fair. 2. We provide reading support for home and school with the purchase of "We Both Read" and chapter books for students in grades K-3 to enhance success with "Read to Achieve." 	Complete 06/05/2019	Wanda Fernandez	06/30/2019
<i>Notes:</i>				
9/22/16	Teachers will utilize a variety of assessments to diagnose student learning needs.		Natalie Roth	06/30/2020
<p><i>Notes:</i> 2/28/17 - Administrators have met with every certified staff member, supporting student needs, and interventions/assessments are in place to diagnose needs.</p> <p>9/4/18 - Team decided to keep this action for this school year.</p>				
9/22/16	The CARE Team will meet on a regular basis to discuss assessment results and design interventions to assist with meeting academic, behavioral, physical, or social needs of students.		Roth, Lowe	06/30/2020
<p><i>Notes:</i> 2/28/17 - The CARE team has met on a monthly basis to discuss specific student needs and interventions. Information has been shared with administration and classroom teachers.</p> <p>9/4/18 - The team decided to keep this action for this school year.</p>				

9/22/16	EC/Intervention Teachers will provide services for identified students to assist with meeting intervention goals.		Wanda Fernandez	06/30/2020
	<p><i>Notes:</i> 2/28/17 - Both EC teachers have a daily schedule to meet with all identified students. They are collaborating with classroom teachers, other staff members, parents and administration to continue to meet their goals.</p> <p>9/4/18 - EC schedules are being finalized.</p>			
9/19/17	The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation.		Jo Hamilton	06/30/2020
	<p><i>Notes:</i> Leadership team will participate in 7 training sessions on Module 1: Core Instruction for 17-18 school year at the district level. Leadership team will present professional development based on Module 1 to all staff required to be trained (certified teachers and teacher assistants).</p>			
9/19/17	The leadership team facilitates professional development for coaching for staff members on database problem solving relative to their job roles/responsibilities.		Jo Hamilton	06/30/2020
	<p><i>Notes:</i> Care Team will initially meet with teachers who have students receiving interventions (Tier 2 and 3). Care Team will provide resources for teachers to help with providing interventions for Tier 2 and Tier 3 support. Care Team will meet regularly with teachers about students who receive Tier 3 support. Leadership Team will meet regularly (once a month) to focus on needs. Teachers and representatives of Leadership Team will meet with grade level teams and department level PLCs to analyze classroom and benchmark data to help support core instruction.</p>			
9/19/17	Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, and social-emotional expectations.		Classroom teachers	06/30/2020
	<p><i>Notes:</i> Teachers will develop lesson plans and unit plans based on classroom and benchmark data. Teachers will develop Leader in Me lessons to address behavior and social-emotional needs. District-wise Behavior Screener will also be used to identify additional needs for students.</p>			

10/4/18	<p>The use of Moby Max, Accelerated Reader and Study Island as strategies to support student learning.</p> <p>- New software assessment for Math, iReady, implemented August, 2019.</p> <p>-If additional reference points are needed, a review of Accelerated Reader and Study Island data, assessment rubrics, and work sample reviews may be referenced.</p>		All Certified Staff	06/30/2020
<p><i>Notes:</i> Moby Max, Accelerated Reader and Study Island online programs serve as informal data points for MTSS. These online programs support Reading, Math and Science instruction with the goals set through teacher planning. These online programs provide support for teachers' units of study and assessment data of student progress.</p>				
9/5/19	<p>MTSS leadership team will attend MTSS Module 2 Professional Development including information on data decision rules for ELA, math, and behavior/attendance.</p>		MTSS Leadership Team	06/30/2020
<p><i>Notes:</i></p>				
9/5/19	<p>New staff will attend training on important components of MTSS Module 1 so they learn common language and a general understanding of MTSS.</p>		MTSS Leadership Team	06/30/2020
<p><i>Notes:</i></p>				
9/5/19	<p>Integrate SIOP (Sheltered Instruction Observation Protocol) strategies teachers gained at training to support units of instruction and differentiated interventions for limited English proficient and Hispanic learners and students with disabilities.</p>		Lead Teacher and EC Teachers	06/30/2020
<p><i>Notes:</i></p>				

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:		We have a social worker, counselor, psychological services provided by Meridian, staff members trained in CPI Restraint Training, schoolwide PBIS program, and a school focus on implementing <i>Leader in Me</i> . Based on the <u>7 Habits of Highly Effective People</u> by Stephen Covey, staff have been involved in teaching, modeling, and implementing this paradigm shift at our school as well as the homes of our students. Parents have been included with the exchange of information, and parents are reporting <i>Leader in Me</i> continues at home in conversations, actions, and attitudes of their children.	Limited Development 09/14/2016		
How it will look when fully met:		Students will receive support in a variety of formats including services from different agencies and participation in PBIS system and <i>Leader in Me</i> model. Evidence: Decrease in discipline incidents, Increased attendance, services logs, Parent Contact Logs, Peer Mediation Sessions		Natalie Roth	06/30/2020
Actions			4 of 10 (40%)		
	9/16/19	Leader In Me School Kickoff	Complete 08/23/2019	LIM Lighthouse Team	08/23/2019
<i>Notes:</i>					
	10/7/19	Team met to discuss and plan our annual Pumpkin Prance fundraiser. This year we will hold a Glow Run at Jackson County Rec Park. This event raises funds to purchase Leader in Me materials and staff development.	Complete 09/18/2019	Fundraising Team	09/18/2019
<i>Notes:</i>					
	9/22/16	The Social Worker and Counselor will organize services from a variety of agencies to meet student needs. They will collaborate with classroom teachers to increase awareness of student needs.		Wanda Moore	06/30/2020
<i>Notes:</i> 2/28/17 - Social Worker and Counselor are continuously meeting with all staff members to address student needs.					
	9/22/16	PBIS Team will operate as a part of the Leader In Me Student Learning Action Team and will continue to integrate strategies. They will meet on a regular basis to review application of PBIS systems school wide integrated with Leader in Me. They will also utilize strategies to help students move from extrinsic reinforcements to intrinsic reinforcements.		Student Learning Action Team	06/30/2020
<i>Notes:</i> PBIS team met on 11/7/17 (complete minutes are in document upload) 9/4/18 - Student Learning Action Team will continue this action.					

9/22/16	All staff and community stakeholders will implement the Leader in Me Model throughout the school, and teach the 7 Habits of Highly Effective People to students. Leadership opportunities will also be provided to students. The Lighthouse Team and the Action Teams have been developed and continue to implement principles school wide on a regular basis.		Lighthouse Team	06/30/2020
<i>Notes:</i> Book studies have started in each department. The Lighthouse Team has met several times a month to create plan, discuss future options, and help support staff. 2/28/17				
9/4/18 - Lighthouse Team and Action Teams will meet monthly and scaffold strategies we have in place.				
3/27/18	Create Action Teams and begin to internalize 7 habits within staff. Action teams will now move to the next level by completing specific tasks to support the school-wide implementation of Leader in Me.		Lighthouse Team	06/30/2020
<i>Notes:</i>				
3/27/18	Implement student lessons with fidelity for Leader in Me aligned across grade levels.		All instructional staff	06/30/2020
<i>Notes:</i>				
9/18/19	Team of teachers met to coordinate and plan the LIM Kickoff.	Complete 08/16/2019	teacher team	08/16/2020
<i>Notes:</i>				
9/18/19	LIM Lighthouse Team met to plan staff informational video to describe LIM Action Teams. This will allow the staff to select the leadership team of their choice to implement LIM during the 2019-20 school year.	Complete 09/18/2019	LIM Lighthouse Team	09/18/2020
<i>Notes:</i>				
9/18/19	Middle school teacher representatives will attend professional development to gain strategies to implement LIM in 6-8 grade classrooms.		Kim Fiskeaux and Jonathan Cauley	10/23/2020
<i>Notes:</i>				

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

Initial Assessment:	<p>Certified staff are provided at least 5 hours a week planning time. Non-instructional duties are limited.</p> <p>There is a systematic approach to assigning leadership duties to all staff (SIT, support teams).</p>	Full Implementation 12/13/2018		
----------------------------	--	-----------------------------------	--	--

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
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	<p>Our principal knows K-8 curriculum, collaborates with teachers, provides instructional strategies, performs regular classroom observations and evaluations, conducts classroom walkthroughs, requires lesson plan checks, leads PLCs, and completes her NCEES duties in a timely manner. These practices have continued over these past 24 months and are still being applied to date 2/5/19.</p>	Full Implementation 02/05/2019		
----------------------------	--	-----------------------------------	--	--

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:	<p>Our school had adopted <i>Math Investigations/Connected Math</i> program, uses attendance data to help meet student needs and, has implemented the <i>Leader in Me</i> Program. We implement solid research based programs, use circulation data in the library along with Reading Theme data to further increase reading resources. For assessment, we use mClass, K-2 math assessment, Check-In data, EOG, and EOC data to identify student needs. The middle school team is using Incentive Trip data to increase positive behaviors. <i>Moby Max</i> and <i>Star Math</i> are newly added student assessment programs to assist in data collection (2/5/19).</p>	Full Implementation 02/05/2019		
----------------------------	---	-----------------------------------	--	--

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>		<p>Our school hosts Meet the Teacher Night, Family Night, Curriculum Fair, Awards Programs, Fall Festival, PTA meetings, Volunteer Appreciation Brunch, Book Fairs, EOY Reading Celebration, Thanksgiving Lunch, Jog-a-Thon, Academic Reception, Athletic Dinner, K-2 Storybook Parade, "Holiday Traditions Around the World", and numerous athletic events. All of these events are designed to create an inviting environment to make parents and families feel welcomed in the school setting.</p> <p>Teachers keep parent contact logs, send newsletters, and use Class DOJO, Remind, and Edmodo. Parents have access to the Parent Portal and school website. The school sends newsletters, ConnectEd phone calls, and publishes a school newspaper. Student memory books are created. We have resources for Parent Involvement. Parents are involved in attendance meetings and parent conferences. Second grade through sixth grade students use agenda books to further school to home communication. Kindergarten and first grade daily maintain parent-signed reading logs. Parents and students also have home access to Moby Max and Reading Theme programs. We routinely use outside services to help meet our students' needs such as Family Therapy with Meridian, Manna Food Bank and the Early Intervention Team. Parents serve as volunteers in the classroom, chaperone field trips, and help with 8th grade fundraisers. (2/5/19)</p> <p><i>Two teachers, social worker, and counselor have now been trained on how to deliver "7 Habits for Highly Effective Families." Workshops for parents are scheduled to begin this school year.</i></p>	Full Implementation 02/05/2019		