

## Comprehensive Progress Report

**Mission:** Mission: Success for Every Child Every Day

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

**Goals:**

Target Goal: 2.04 - By the end of the 2020/2021 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 increase 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 2021 all teachers will meet or exceed growth and our school wide composite will exceed expected growth as measured by EVAAS growth measures and data.

Alter the text and click the 'Update' link. Be sure to 'Save' when done.

Target Goal: 4.01 - By the end of the 2020/2021 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 2021 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 2020-2021 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		

<b>How it will look when fully met:</b>	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.		<b>Leanne Hall</b>	<b>12/11/2020</b>
<b>Actions</b>		<b>62 of 72 (86%)</b>		
<i>Notes:</i>				
<i>Notes:</i>				
<i>Notes:</i>				
9/14/20	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	10/30/2020
<i>Notes:</i>				
9/14/20	All grade levels will plan together and collaborate at least two times per week. (One of these two meetings will be held with IF Lashon Lee)		Lashon Lee	10/30/2020
<i>Notes:</i>				
9/14/20	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.		All Teachers	10/30/2020
<i>Notes:</i>				
9/14/20	Teachers and enhancement teachers will collaboratively plan quarterly via email and/or the shared drive 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		IF Lee & Enhancement Teachers Fox; Bates; Prevetie	11/06/2020
<i>Notes:</i>				
9/14/20	We will continue with our focus to strengthen our 5th grade Science core instruction with our new/different teacher, 3rd, 4th & 5th grade Math instruction and overall EVAAS, teacher and school growth by facilitating researched based learning strategies during Science, ELA and Math in all grade levels, with a review of this action step occurring after NC Check-Ins #1 in late October		Kim Smith	11/13/2020
<i>Notes:</i>				
9/14/20	Teachers in K-5 will bring math and reading intervention data to PLC's		Lashon Lee	11/20/2020

	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 Rtl Stored during these MTSS Team Meetings or during PLC's			
<i>Notes:</i>				
9/14/20	All A+ Essential Teams will be responsible for planning and preparing for themed and/or arts integrated A+ Family & Community Engagement events during the second 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 and Arts Integration Day events (sign in sheets; agendas and flyers, feedback from event attendees).		Leanne Hall	12/11/2020
<i>Notes:</i>				
9/14/20	Classroom teachers will post their Weekly Lesson Planning Documents in their classrooms and keep them current. Study/Act Forms that reflect on the prior week or cycle's instruction will be submitted weekly on Mondays to Principal Hall. Feedback will be provided by Hall as needed.		Leanne Hall	12/11/2020
<i>Notes:</i>				
9/14/20	All teachers will use one problem solving method, the Meyer's Model or Number Talks - or any other district approved math problem solving model - to facilitate instruction in solving math word problems. These will be documented and evidenced by current and posted Lesson Planning Documents in the classroom and through Principal Hall's observations/evaluations.		Hall & Lee	12/11/2020
<i>Notes:</i>				
9/14/20	A Mid Semester 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 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	12/14/2020
<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</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

		<b>individual needs of students across all tiers.(5117)</b>			
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		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.		<b>Amanda Brookshire</b>	<b>12/11/2020</b>
<b>Actions</b>			<b>42 of 50 (84%)</b>		
	<i>Notes:</i>				
	<i>Notes:</i>				
	<i>Notes:</i>				
9/14/20	All classrooms will implement effective daily Morning Meetings that are linked to our monthly Character Ed traits. Teachers will provide evidence of this in their PLC reviews and during Goal Team meetings each month			Hall & Lee	10/09/2020
	<i>Notes:</i>				
9/14/20	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.			Lashon Lee	10/23/2020
	<i>Notes:</i>				
9/14/20	The School Counselor will provide Classroom Guidance lessons and/or Morning Meeting lessons that are aligned to our monthly Character Education traits. Teachers will report out on their use of these resources during Morning Meeting system/process checks that are held during Monthly Goal Team Meetings			Amanda Brookshire or Designee	10/23/2020
	<i>Notes:</i>				

9/14/20	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		Lashon Lee	10/23/2020
<i>Notes:</i>				
9/14/20	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 Class Panther Paws or Individual Principal Awards (by teacher/staff recommendation) or other positive reinforcers (daily bell ringing; Panther Awards, etc.) as motivators for students to participate and demonstrate the Character Ed traits and/or respectful/responsible/safe behavior		All Teachers	10/30/2020
<i>Notes:</i>				
9/14/20	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, K-2 Assessment 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 overall 12% of students schoolwide by the end of the year.		EC Teacher; IF Lee; K-5 Teachers	11/23/2020
<i>Notes:</i>				
9/14/20	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 or Designee	12/13/2020
<i>Notes:</i>				
9/14/20	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 are being completed and/or effective in sustaining our school wide goal of Meeting or Exceeding Expected Growth for the 2020-2021 school year.		Hall & Essential Goal Team Members	12/13/2020

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