

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 Tuesday/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 Choice boards/playlists, classroom PDSA/Lead Measures.

Target Goal 1: East will increase reading proficiency by 7% (previously 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 2021.

Target Goal 1: East will increase math proficiency by 7% (previously 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 2021.

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

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01		Implementation Status	Assigned To	Target Date
		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)	Limited Development 04/21/2016		
<i>Initial Assessment:</i>		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. Our goal is to implement interventions across the grade level, however due to the Pandemic we are continuing to implement in classrooms. As a school we have created a Standard Treatment Protocol which will provide consistency and allowed us to compare student progress across each grade-level to assess students' progress and ensure fidelity of implementation. Teachers currently monitor academic progress in core at least weekly, with interventions monitored every 10-20 days based on the tiers. Based on previous 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. These requirements include increasing authentic student engagement, increased depth of Learning in Me, processes regarding blended/individualized learning expectations, Choice boards/playlists and non-negotiables. Several instructional resources including RAZ Kids, Freckle, I-Ready, Showbie, Smarty Ants, Flocabulary, Discovery ED, etc have been purchased, trained and implemented to monitor ongoing student learning in reading and math. (English & Spanish) I-Ready assessments are being implemented to monitor student progress to determine process improvements based on data results. Seesaw (K-3) and Canvas (4-5) will be used to align communication processes for staff, students and parents. Ongoing training will take place all year.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

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 I-Ready 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 leadership opportunities. Our MTSS coordinator will monitor fidelity of interventions and progress monitoring. She will also provide interventions to Tier 3 students both face-to-face and virtually. We have added a Literacy block to our enhancement rotations with a focus

Lacresha Link

12/01/2020

		on vocabulary and writing.			
Actions			4 of 22 (18%)		
9/17/19	EC teachers will be assigned TAs during the day to help with individualized instruction/station rotations. (TSI Subgroup)		Complete 08/17/2020	Angel Oliphant	08/10/2020
<i>Notes:</i>					
9/9/18	Clearly define and train staff on EES core non-negotiables for reading and math.		Complete 08/10/2020	Angel Oliphant	08/10/2020
<i>Notes:</i>					
9/9/18	Create and implement weekly Choice boards/playlists aligned to the essential standards and ongoing data			PLC Chairs	08/17/2020
<i>Notes:</i>					
1/22/20	Utilize planning block to design differentiated instruction according to students' IEPs. (TSI)		Complete 08/31/2020	Jennifer Johnson	08/30/2020
<i>Notes:</i>					
9/9/18	MTSS Coach and MTSS PLC Chairs schedule monthly support meetings to provide coaching.		Complete 09/01/2020	MTSS/PLC Chair	09/01/2020
<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. (TSI Subgroup)			Math/ELA/Science PLC Chairs	09/15/2020
<i>Notes:</i>					
6/29/17	Administer I-Ready in grades K-5			Jennifer Ribbeck	09/18/2020
<i>Notes:</i>					
9/17/19	EC teachers will attend Data Days. We will get subs, as needed, for the EC teachers so that they can participate in our data days. (TSI Subgroup)			Lacresha Link	09/29/2020
<i>Notes:</i>					
9/17/19	Conduct 2 MTSS data review PLCs a month.			Link/Peters/Orr	09/30/2020
<i>Notes:</i>					
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.			Rachel Adams	09/30/2020

	<i>Notes:</i> This will be added to staff meetings to focus on continued implementation of the 7 Habits modeling activities and framework.			
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 Choice boards/playlists and class/schoolwide leadership roles.		Sierra Stone	10/01/2020
	<i>Notes:</i>			
9/17/19	Students will be identified based on need through assessment data.		Lacresha Link	10/06/2020
	<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.		Lacresha Link	10/06/2020
	<i>Notes:</i>			
1/22/20	Analyze formal and informal assessment data for SWD and determine next steps. (TSI)		Jennifer Johnson	10/15/2020
	<i>Notes:</i>			
9/17/19	Teachers are providing targeted instruction on identified gap areas during intervention time and during rotations.		Lacresha Link	10/15/2020
	<i>Notes:</i>			
9/5/19	Review MTSS academic data to update WIGS progress.		MTSS Chairs	10/20/2020
	<i>Notes:</i>			
9/17/19	EC teachers will track data through the MTSS/RTi stored process. (TSI Subgroup)		Sierra Yoder/Stone	10/30/2020
	<i>Notes:</i>			
9/9/18	Create, implement and analyze PLC Lead Measures based on EOY and monthly data results		Jennifer Johnson	10/31/2020
	<i>Notes:</i>			
2/23/18	Monitor Lead Measure data and level of understanding		Angel Oliphant	11/01/2020
	<i>Notes:</i>			
9/9/18	Create and administer aligned pre-assessments (Math & ELA)		Jennifer Johnson	11/15/2020
	<i>Notes:</i>			
9/9/18	Create, administer post-assessments and analyze for any process		ELA/Math Chair	11/15/2020

	improvements based on student data results				
<i>Notes:</i>					
9/9/18	Analyze data from pre-assessments to create aligned differentiated playlists aligned to EES BIL requirements and ISS essential standards from unpacking documents.			ELA/Math Chair	12/01/2020
<i>Notes:</i>					
Implementation:			09/12/2020		
Evidence	9/12/2020 August 10 and 13 staff meeting agendas				
Experience	9/12/2020 All staff were trained on expectations for the year.				
Sustainability	9/12/2020 Teacher assistants will continue to support the EC classroom				
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 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.		Limited Development 04/24/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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		Add Actions	Joe Robertson	12/01/2020

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 be using the Second Step program in our classrooms will also partner with others to provide onsite therapy sessions for students, as appropriate.

Actions		2 of 6 (33%)		
<i>Notes:</i>				
9/17/19	We will eliminate the pink sheet process and train the teachers on how to use Educator's Handbook by explaining the levels of behavior. We will share the district discipline matrix with the teachers.	Complete 08/21/2020	Robertson	08/13/2020
<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	10/11/2020
<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%.		Orr	10/21/2020
<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.		MTSS Chairs	11/06/2020

<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!!		Peters/Orr	12/01/2020
<i>Notes:</i>				
Implementation:		09/15/2020		
Evidence	9/15/2020			
Experience	9/15/2020			
Sustainability	9/15/2020			

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:		Leadership is a part of the core values at East Iredell Elementary. Teachers have various leadership roles throughout the school including Math Chair, ELA Chair, RtI Chair, Lighthouse Team Rep, Math Expo Lead, Spelling Bee Lead, etc.	Limited Development 05/19/2020		
How it will look when fully met:		100% of teachers will be actively involved and have leadership opportunities in all aspects of the school. Teachers will be influential in problem-solving and making important decisions regarding instruction, behavior and the total school program.		Sierra Yoder/Stone	12/01/2020
Actions			3 of 6 (50%)		
5/19/20	Inform teachers of potential leadership opportunities		Complete 09/01/2020	Sierra Stone	08/01/2020
<i>Notes:</i>					
5/19/20	Teachers indicate which roles meet their strengths and interests.		Complete 08/28/2020	Jennifer Johnson	08/20/2020
<i>Notes:</i>					
9/21/20	Determine Action Team WIGS and activities for the year		Complete 09/01/2020	SIT Liason	09/01/2020
<i>Notes:</i>					

9/21/20	Collaborate with Action Team on deployment steps		Action Team Leader	10/13/2020
	<i>Notes:</i>			
9/21/20	Review data and update progress toward WIGS		Action Team Leader	11/17/2020
	<i>Notes:</i>			
5/19/20	Teachers collaborate with staff related to specific leadership responsibilities.		Jenny Johnson	12/01/2020
	<i>Notes:</i>			