

Comprehensive Progress Report

Mission:

Dare County Schools is committed to ensuring that all of our students access the skills and curriculum that will allow them to live a choice-driven life. We seek to inspire our students to fall in love with the learning process - to become lifelong learners. To achieve this goal, we will equip our teachers with the resources they need to be successful. We will develop our teachers through the highest quality professional learning communities. And, we will engage our parents and our community through transparency and open communication.

Vision:

Empower all students to reach their full potential academically and personally.

Goals:

Every student excels in rigorous, relevant core curriculum-increase proficiency and close achievement gap between economically advantaged and non-economically disadvantaged students.

Increase communication and active participation among staff, parents, students and community.

Maintain a school-wide focus on student achievement by operating Professional Learning Community.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	We are currently using PBIS incentives and the SURF Matrix as our behavior framework.	Limited Development 10/27/2021			

How it will look when fully met:

Implement Club days once per month (Friday breakfast clubs- trial run in May after testing)

Last 2 hours of the day

Examples: garden club, sports club, board games

PTO can run it and teachers and be there to help with behaviors

Continue Restorative Circles to resolve conflict

SEL Tasting on Fridays- with a "SElect menu"

Peer buddies (Young leaders and select students)

Assign a WIN Coach to all Tier 2/3 students

Create an electronic contract where student and WIN Coach develops goal(s) for student: Academic Goal, SEL Goal and Health Goals (Whole Child approach)

Each student will create a WIN electronic portfolio, where the student keeps all WIN information; accessible by WIN Coach, student and parent.

Portfolio should include student goals, coach, academic data, student self assessment, student reflection

Conduct WIN Parent Meetings - Student led conference with parent(s), teacher, WIN Coach, or other staff members.

All students WIN information will be part of Branching minds.

Schedule a once-a-month WIN hour for meetings between WIN Coach and students

WIN PD for staff to ensure that professional development is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members.

April Oden

06/07/2023

Actions		0 of 9 (0%)		
11/1/21	Assign a WIN Coach to all Tier 2/3 students		Trish Decker	01/30/2022
<i>Notes:</i>				
11/1/21	Create an electronic contract where student and WIN Coach develops goal(s) for student:Academic Goal, SEL Goal and Health Goals (Whole Child approach)		Rachel Benton	01/30/2022
<i>Notes:</i>				
11/1/21	Implement Peer buddies (Young leaders and select students)		Kris Caroppoli	03/01/2022
<i>Notes:</i>				
11/1/21	WIN PD for staff to ensure that professional development is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members.		Rachel Benton	04/15/2022
<i>Notes:</i>				
11/1/21	SEL Tasting on Fridays- with a "SElect menu"		Kris Caroppoli	06/10/2022
<i>Notes:</i>				
10/27/21	Implement Club days once per month (Friday breakfast clubs- trial run in May after testing) Last 2 hours of the day Examples: garden club, sports club, board games PTO can run it and teachers and be there to help with behaviors		Jennifer Auguston	06/07/2023
<i>Notes:</i>				
11/1/21	Admin will Continue Restorative Circles to resolve conflict and train staff to begin restorative circles within the classroom.		Rachel Benton	06/10/2023
<i>Notes:</i>				
11/1/21	Each student will create a WIN electronic portfolio, where the student keeps all WIN information; accessible by WIN Coach, student and parent. Portfolio should include student goals, coach, academic data, student self assessment, student reflection		Rachel Benton	06/10/2023

Notes:

11/1/21 Conduct WIN Parent Meetings - Student led conference with parent(s), teacher, WIN Coach, or other staff members.

Rachel Benton

06/10/2023

Notes:

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>		<ul style="list-style-type: none"> Conducting on-going formative assessments and analyzing data from a variety of sources (EVAAS, EOGs, NC Check-ins, Istation, RTA portfolios, etc.) to guide instruction and decision-making. Holding Monthly MTSS PLC's that target early identification and intervention for struggling students in all grades. Use Multi-tiered System of Support (MTSS) process to identify instructional practices to improve academic performance of students at-risk of academic failure or dropping out. Utilize chromebooks in grades 3-5 and ipads in K-2 to differentiate instruction using educational technology software Implementing Guided Reading in Grades K-5. Providing math enrichment groups in Grades 4-5; Mathletes and Afterschool Enrichment. Differentiating Math Stations in Grades K-3. 	Limited Development 10/25/2019		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> An increase in the number/percentage of students who show growth throughout the school year as compared to the previous school year. PLC minutes indicating a minimum of 8 meetings a year. Branching Minds database showing a 10% decrease in individual student intervention plans on Tier 3 as shown by the Tier Progression Report over one school 100% of teachers trained in data analysis through Branching Minds, NCEES, and/or EVAAS learning modules Quarterly reports showing an increase of student usage of the digital platforms Moby Max and Study Island. Quarterly Study Island blue ribbon reports showing a 15% increase. Quarterly celebrations as shown on the school calendar. Annual peer observation data; Weekly Lesson Plans Attendance and number/percentage of students who show growth throughout the school year Weekly Lesson Plans ELL Team Drive and minutes with a minimum of 3 meetings per school year (BOY, MOY, EOY) 		April Oden	06/07/2023
<i>Actions</i>			5 of 13 (38%)		
	2/3/20	100% of K-5 teachers will participate and complete the county-wide guided reading professional development book study.	Complete 06/01/2020	Jennifer Auguston	04/01/2020

	<i>Notes:</i> Google Classroom participation will indicate completion of this action.			
2/3/20	Students who achieved a 4 or 5 on the 2018-2019 Math EOG are provided with accelerated math instruction in the Mathletes club.	Complete 06/15/2020	April Oden	06/15/2020
	<i>Notes:</i>			
2/3/20	Teachers in K-4 will utilize the Amplify Mclass platform to complete benchmarks and progress monitoring in order to gather data to support small-reading group implementation.	Complete 06/03/2021	April Oden	06/01/2021
	<i>Notes:</i>			
2/3/20	CHES will implement the Student Risk Screening Scale(SRSS) 3 times per year to collect data that will be used to place students in Tiers for Social Emotional Behavior and to create behavior interventions.	Complete 06/04/2021	Kris Caroppoli	06/01/2021
	<i>Notes:</i>			
2/3/20	Meet every grade level and analyze students in Tier II and Tier III using the Branching Minds database.	Complete 10/08/2021	Stephanie Tenpenny	11/01/2021
	<i>Notes:</i> Core MTSS team will meet with each grade level on the first Tuesday of every month. Branching Minds and MTSS google spreadsheet will be utilized for note-taking.			
10/27/21	Hold weekly Core MTSS meetings w/grade levels where we analyze Tier 1 data, set goals based on that data, revisit the goals and set new goals, as well as, Tier 2 problem solving on individual students.		Trish Decker	01/20/2022
	<i>Notes:</i>			
10/27/21	Create data tracker for each teacher, input summative and formative data weekly and review in PLC's.		Trish Decker	01/30/2022
	<i>Notes:</i>			
10/27/21	Implement math and behavior universal screener.		Meredith Wilson and Kris Caroppoli	06/07/2022
	<i>Notes:</i>			
10/27/21	Implement Tier 1 Core Curriculum in ELA (Core Knowledge), Math (Engage/Eureka), Writing (Oregon Writing Units), Phonics (Reading Horizons)		Rachel Benton	06/07/2022
	<i>Notes:</i>			
10/27/21	Hire Reading, Math, SEL interventionists and Spanish interventionists.		Rachel Benton	06/07/2022
	<i>Notes:</i>			

2/3/20	Restructure PLC agenda in order to analyze formative assessments on a weekly basis.		Rachel Benton	06/07/2022
<i>Notes:</i> PLC agenda template: https://docs.google.com/document/d/1nuJ_Pfm2wy8C6DZN0tDZMfBZmeB7ZUtUnepVA_kBFJU/edit				
10/27/21	Provide coaching support for teachers from interventionists and instructional leaders, including having Interventionists pushing into classrooms to model, observe and give feedback.		Trish Decker	06/07/2023
<i>Notes:</i>				
10/27/21	Provide ongoing training for teachers in Branching Minds, MTSS procedures and delivering interventions.		Trish Decker	06/07/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>	<ul style="list-style-type: none"> Implement Book Studies on Social Emotional Learning Continue of Movement & Mindfulness throughout the school day with emphasis on more training Continue training on ACES program Implement Sanford Harmony Program Continue a Young Leaders group to encourage kindness and compassionate leadership Aligning time for EC teachers to attend grade level PLCs to foster communication on exceptional children's needs Aligning time for school counselor to attend grade level PLCs to foster communication on the social emotional learning states of our stakeholders; provide PD 	No Development 10/25/2019			
<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> Book Studies on Social Emotional Learning completed and CEUs earned. Movement & Mindfulness throughout the school day within lesson plans or observed ACES program training completed with CEUs as evidence Sanford Harmony Program implemented as per lesson plans Young Leaders group to encourage kindness and compassionate leadership as per google calendar Aligning time for EC teachers to attend grade level PLCs to foster communication on exceptional children's needs as evidenced by minutes from PLCs Aligning time for school counselor to attend grade level PLCs to foster communication on the social emotional learning states of our stakeholders; provide PD as evidenced by minutes from PLCs and minutes 		Kris Caroppi	06/30/2023	
Actions			0 of 6 (0%)		
11/1/21	Host Trauma Brain Training from Britney Reynolds (Pathways)		Rachel Benton	03/01/2022	
<i>Notes:</i>					
11/1/21	Implement 10 minute daily mindful meetings within each homeroom.		April Oden	06/07/2022	
<i>Notes:</i>					
11/1/21	Teach brain science behind behavior to students and staff.		Rachel Benton	06/10/2022	
<i>Notes:</i>					

11/1/21	Implement SEL Student Self Assessment and use data to make informed SEL decisions an action plan.		Kris Caroppoli	06/10/2022
<i>Notes:</i>				
11/1/21	Implement SEL Core Curriculum		Kris Caroppoli	06/10/2023
<i>Notes:</i>				
11/1/21	Create and implement a tailored SEL Universal Screener based on SURF Matrix.		Kris Caroppoli	06/10/2023
<i>Notes:</i>				

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>		<ul style="list-style-type: none"> Continuation of Positive Behavior Intervention and Support/MTSS survey 100% of teachers will be members of the Parent Teacher Association (PTA). Increase number of participants at Family Literacy and STEAM nights by 10% from the previous year. 80% of all parents enrolled in Powerschool Parent Portal 100% of K-3 parents sent the RTA Parent Notification Form Administration and staff member stationed in each hallway to greet students and families upon arrival Annual Business Partner recognition Annual Volunteer recognition Event sign in sheets indicating an increase in ELL attendance; Spanish flyers and Blackboard connect for all events; Phone call documentation by ELL teacher Collaboration with CHES PTA to create a culture and climate that welcomes all families; membership roster A minimum of one Latino parental representative on PTA board and/or School Improvement Team 	Limited Development 10/25/2019		

How it will look when fully met:	<ul style="list-style-type: none"> • Meetings and Branching minds indicated implementation of MTSS survey • 100% of teachers will be members of the Parent Teacher Association (PTA) as indicated by membership rosters. • Data indicates increase in Family Literacy and STEAM nights by 10% from the previous year using google forms. • 80% of all parents enrolled in Powerschool Parent Portal as indicated by data manager. • 100% of K-3 parents sent the RTA Parent Notification Form as indicated by PLC minutes and teacher copies. • Administration and staff member stationed in each hallway to greet students and families upon arrival observed. • Annual Business Partner recognition posted on web. • Annual Volunteer recognition posted on web. • Event sign in sheets indicating an increase in ELL attendance; Spanish flyers and Blackboard connect for all events; Phone call documentation by ELL teacher • Collaboration with CHES PTA to create a culture and climate that welcomes all families; membership roster ; minutes • A minimum of one Latino parental representative on PTA board and/or School Improvement Team as indicated by minutes. 		Jennifer Auguston	06/30/2023
Actions		7 of 11 (64%)		
2/3/20	Hold family math night at Food Lion.	Complete 03/31/2020	Diane Brown	01/30/2020
<i>Notes:</i>				
2/3/20	CHES will host two community tours that are open to the public. These will highlight the innovative practices, excellent educators, and student leaders.	Complete 02/28/2020	Rachel Benton	02/05/2020
<i>Notes:</i>				
2/3/20	Update and deliver the Title I Parent-Teacher-Student Compact to all stakeholders with a 75% participation/completion rate.	Complete 05/29/2020	Diane Brown	04/01/2020
<i>Notes:</i>				
2/3/20	SIT will brainstorm and develop an innovative program to increase parent participation and education to demonstrate the importance of the curriculum from home. This plan will include a timeline of important activities and provide in a digital platform that is accessible to all stakeholders.	Complete 05/29/2020	Jennifer Auguston	05/01/2020
<i>Notes:</i>				
Due to remote learning we increased family communication exponentially. We implemented the use of SeeSaw and Google Classroom.				

2/3/20	100% of teachers will utilize the Parent Communication Google Form to track parent communications and watchlist.	Complete 06/30/2020	April Oden	06/01/2020
<i>Notes:</i>				
11/18/20	We will create a daily news segment including SEL topic of the week, a principal segment and highlight other students and staff. These are disseminated to all families each day.	Complete 05/07/2021	Jennifer Auguston	01/15/2021
<i>Notes:</i>				
1/13/21	We will have CHE Helps Google Meet sessions each week M-Th to create a space for students and families to ask questions or get support in any area. Once a month we will also go to the lunch sites throughout the community to meet the students in person.	Complete 05/07/2021	Rachel Benton	03/30/2021
<i>Notes:</i>				
10/27/21	Create a monthly parent newsletter "The Storm Report" which includes each department throughout the school and gives an update on what is being taught.		Alana McCroskey	12/15/2021
<i>Notes:</i>				
10/27/21	"One Book, One School" program to get families involved during COVID when access to the school building is limited. Create Reading Plan for school and home and conduct culminating activities.		Jennifer Auguston	01/15/2022
<i>Notes:</i>				
10/27/21	Collaborate with PTO to secure business/community partners to adopt each classroom and have sponsorships.		Rachel Benton	06/07/2022
<i>Notes:</i>				
10/27/21	Create and send parent survey and design parent workshops based on needs as evidenced in parent survey to determine needs of families.		Rachel Benton	06/07/2023
<i>Notes:</i>				