

Comprehensive Progress Report

Mission: Our mission is to provide a safe, caring, and differentiated learning environment to meet the diverse needs of our students, so that they will become innovative problem solvers and engaged global citizens.

Vision: Together we are making Manteo Elementary School an extraordinary school.

Goals:

- Improve Our School Performance Grade in Reading and Math.
- Exceed Growth in Reading, Math and Science
- Improve our School Performance Grade to a B by 2023.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers use personalized instructional methods to differentiate instruction for students.	Limited Development 05/08/2019		
<i>How it will look when fully met:</i>		Each teacher will have evidence of differentiated instruction to meet the needs of a diverse student population.		Elizabeth Kenan	06/12/2022
Actions			4 of 7 (57%)		
	9/11/19	Teachers will meet with EC department to review accommodations and modification requirements of Individual Education Plans.	Complete 09/11/2019	Shannon Castillo	09/11/2019
<i>Notes:</i>					

10/8/19	A team of teachers from MES will attend the 5 day Reading Research to Classroom Practice professional development coordinated by central services.	Complete 10/02/2019	Steve Blackstock	10/15/2019
<i>Notes:</i>				
9/10/19	Grade level and specials teams will lead their teams in a discussion of differentiation strategies currently used in the the classroom and their team leader will bring a current status report to the leadership team.	Complete 10/23/2019	Steve Blackstock	10/23/2019
<i>Notes:</i>				
9/11/19	Teachers will visit other classrooms to observe differentiation strategies and take notes on the observation. Differentiation strategies would also be an agenda item for the vertical team meetings.	Complete 02/29/2020	Brittney Midgett	02/21/2020
<i>Notes:</i> Ms. Midgett will collect summaries to demonstrate completion of this action.				
9/11/19	Teachers will report monthly on use of accommodations and modifications in the classroom with students as required in their plans. (ESL, AIG, EC, 504)		Deanna Thornley	01/31/2022
<i>Notes:</i> Mrs. Thornley will compile, record and report monthly use of accommodations and modifications.				
9/11/19	Teachers will independently research a differentiation strategy, implement it in their classrooms, and summarize the process and results.		Deanna Thornley	03/01/2022
<i>Notes:</i> Summaries will be collected by Mrs. Corbett.				
10/13/21	Administrative observations		Curtis Price	06/10/2022
<i>Notes:</i> *recurrence depends on teacher evaluation cycle.				

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>		We have formulated an MTSS team that meets weekly to review data on students who are receiving tier II & III interventions in the students area of need.	Limited Development 10/13/2021		
<i>How it will look when fully met:</i>		Teachers will be able to fully implement and track student data in Branching Minds given the support of the MES MTSS team.		Elizabeth Kenan	06/10/2022
Actions			0 of 4 (0%)		
10/18/21		The team will ensure that at least 3 opportunities for professional development on assessments and data sources will be provided during grade PLCs.		Elizabeth Kenan	06/08/2022
<i>Notes:</i>					
10/18/21		Staff will utilize data provided during monthly MTSS PLCs to implement specific research based interventions within the MTSS framework.		Kim Braswell	06/08/2022
<i>Notes:</i>					
10/18/21		The team will build awareness and relay expectations around supplemental instruction during the school day to include essential components of instruction, curriculum, and environment.		Deanna Thornley	06/08/2022
<i>Notes:</i>					
10/13/21		Training on how to input intervention data in Branching Minds.		Catie Spruill (District MTSS Coordinator)	06/10/2022
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration will provided professional development at MES to address needs while teaching remotely as well as needs to support differentiation, MTSS, and overall teaching practices.	Limited Development 01/27/2021		
<i>How it will look when fully met:</i>		Attend synchronous and asynchronous professional development opportunities provided by MES administration, interventionist, and DCS Ignite.		Curtis Price	06/12/2022
Actions			2 of 4 (50%)		
2/10/21	Quarterly Learning Walks in various capacities (ex: as teams during PLCs/planning periods) to observe other teachers during lessons.		Complete 11/18/2021	Lisa Earley	06/12/2022
<i>Notes:</i> This will be focused on during the 2021-2022 school year.					
2/10/21	Create a library of resources created by MES teacher experts. This could be a place where short videos and tutorials could be listed and categorized based on teacher requests and ideas. MES PLC Digest			Esther Doxey	06/12/2022
<i>Notes:</i> This will be a goal for the 2021-2022 school year.					
2/10/21	Professional Development will be offered to support the Jan Richardson Literacy Footprint Guided Reading Kits.		Complete 10/13/2021	Kim Braswell	06/12/2022
<i>Notes:</i> First session will be delivered in February/March 2021.					
2/10/21	In-person, relevant professional development delivered by experts (ex: Instructional Technology Facilitator, Media Specialist, etc.) during planning periods.			Marli Boyd	06/12/2022
<i>Notes:</i> This will be a focus once it is allowed based on guidelines.					

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>		Every parent is provided regular communication from their child's teacher through such means as newsletters, Class Dojo, websites, See-Saw, Email, Remind, or other means.	Limited Development 09/26/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Every parent is provided regular communication from their child's teacher through such means as newsletters, Class Dojo, websites, See-Saw, Email, Remind, or other means. Additionally, the school will provide regular communication through social media and Blackboard as appropriate.	Objective Met 06/10/20	Elizabeth Kenan	01/31/2020
Actions					
	9/26/19	We will conduct an audit of communication methods and frequency to assure that we are still practicing this indicator.	Complete 06/09/2020	Elizabeth Kenan	01/31/2020
		<i>Notes:</i> This indicator has been already achieved in a previous plan. It's inclusion is to audit our processes to make sure we are still meeting the objectives of the indicator.			
<i>Implementation:</i>			06/10/2020		
	<i>Evidence</i>	6/10/2020 Teachers were surveyed on the type of communication they used with their students and parents, as well as how they communicated (email, Class Dojo, SeeSaw, etc.)			
	<i>Experience</i>	6/10/2020 Teachers were surveyed on the type of communication they used with their students and parents, as well as how they communicated (email, Class Dojo, SeeSaw, etc.)			
	<i>Sustainability</i>	6/10/2020 To increase the amount of positive communication between the teacher and parent.			

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers have met with parents as needed and/or requested.		Limited Development 05/09/2017		
	Priority Score: 3 Opportunity Score: 3		Index Score: 9		
<i>How it will look when fully met:</i>	Each parent will meet with their child's teacher at least 2 times per year.		Objective Met 06/10/20	Elizabeth Kenan	06/12/2020
Actions					
	9/11/19	Teachers will create and share a schedule or log of parent teacher conferences with the school administration.	Complete 03/01/2020	AND Elizabeth Kenan	11/01/2019
<i>Notes:</i>					
Implementation:			06/10/2020		
<i>Evidence</i>	6/10/2020 Teachers conducted conference once in the fall and spring. Parents signed a log to record their attendance.				
<i>Experience</i>	6/10/2020 Teachers conducted conference once in the fall and spring. Parents signed a log to record their attendance.				
<i>Sustainability</i>	6/10/2020 To continue to have parent/teacher conference at least twice per year.				