

Comprehensive Progress Report

Mission: Pressly's mission is to provide high academic expectations to all students in order to prepare them to be successful citizens. Pressly will transition students who are respectful, productive, and positive individuals back to their traditional schools.

Vision: Pressly's vision is to offer a nurturing environment that fosters academic, social, and emotional growth.

Goals:

Pressly students will show growth from a -3.67 (2021-2022 EVAAS schoolwide results) to a -2.00 or higher in order to meet growth.

Student out of school suspension days reduced by 10% based on 2021-2022 school year data.

PLCs will meet weekly regularly analyze school data and develop targeted plans to ensure students academic growth. Data, including common assessments, benchmarks, iReady, check-ins, EOG/EOC, formative will be assessed using Dufour method.

Increase contact with student families to include positive communication with monthly accountability and to include 100% of students each semester. Increase family engagement by offering engaging after school activities 2x year (one each semester).

Develop clear protocols and procedures that all staff understand for MTSS, to include knowledge of tiers, interventions, and monthly MTSS meetings to review and problem solve using data from multiple sources.

Develop a process to reward and recognize staff on a monthly basis through peer nominations.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		NVA is utilizing a behavior Level system consistent with district guidelines for student expected behavior and outcomes. Based on restorative practices.	Limited Development 09/14/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Reduce the number of Out of School suspension days by 10% based on the 2021-2022 baseline school year data. Every staff member consistently and effectively utilizes the behavior progress monitoring systems for positive behaviors and behaviors needing improvement. 100% of staff will have classroom procedures and policies posted. Common areas (ie. Cafeteria, Hallways, Gym, etc) will have general school procedures posted. 100% of the staff will participate in the trainings and implementation 2x per month on designated classroom management and behavior.		Lanise White	06/04/2024
<i>Actions</i>			1 of 2 (50%)		
	9/21/22	All staff meet 2x month to review best practices in behavior management and restorative practices. EdDirection will continue to support these practices throughout the during our whole staff meetings. Establish clear behavior levels with procedures based on district guidelines.		Lanise White	12/01/2022
<i>Notes:</i>					

9/23/20	Staff will be trained and will implement restorative practices to assist in reducing discipline.	Complete 09/01/2021	Mark Vaughn	06/04/2023
<i>Notes:</i>				
Implementation:		09/21/2022		
<i>Evidence</i>	9/21/2022			
<i>Experience</i>	9/21/2022			
<i>Sustainability</i>	9/21/2022			

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>		Leadership will collect data to look at future implementation.	No Development 09/14/2017		
<i>How it will look when fully met:</i>					
Actions					
<i>Notes:</i>					

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>		Last year met 26 of 27 action steps. Continue to work to develop and establish clear Tiered levels of intervention for behavior, academics, and attendance. EdDirection is utilized to guide on MTSS procedures and best practices especially as it relates to instructional practices. WICOR instructional framework established as Tier 1 academics for all students.	No Development 09/06/2017		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Create, design, implement, and monitor the MTSS process at elementary, middle, and high school level. • Provide adequate training to staff on understanding the MTSS process to include defining difference in Tier 1-3, and requirements for each. • Develop MTSS team to meet monthly to problem solve for our students and determine if further assessment is necessary. • Accurate data from multiple sources used to ensure what is best for students. 		Alexandra Shadroui	06/15/2024
Actions			5 of 7 (71%)		
	9/22/17	IReady math and literacy diagnostic will be administered three times a year and data will be analyzed to determine the impact of core strategies and inform next steps.	Complete 05/21/2022	Colleen Guerin	05/21/2021
<i>Notes:</i>					
	9/23/20	Parent contact form on attendance is completed for 1 and 3 day absences and submitted to counselor on a regular basis for new students.	Complete 05/21/2021	Jeff Zimmerman	06/04/2021
<i>Notes:</i> Face to face attendance improved prior to leaving due to COVID. We have a social worker who is working with us now. Counselor is being proactive with home visits and parents. Staff member is coordinating/speaking with Juvenile services. If a student is suspended outside of school, they are offered and OSS site. Attendance letters are being sent home, calls are being made by teachers, and attendance letters are sent. Weekly meetings are held with probation officers. Attendance conferences and truancy mediations are held between parents and Piedmont Remediation. (May 2020)					
	9/24/21	Provide a document and share with staff with intervention resources for academic, behavior/attendance, and SEL that is easily accessible.	Complete 02/24/2022	Alexandra Shadroui	10/15/2021

<i>Notes:</i>						
9/24/21	MTSS/ SST will meet monthly to review and add students for Tier III services and problem solve for students next steps.			Complete 02/17/2022	Lanise White	10/30/2021
<i>Notes:</i>						
9/24/21	Develop procedures for bringing students to MTSS and share with all staff.			Complete 02/24/2022	Alexandra Shadroui	10/30/2021
<i>Notes:</i>						
9/24/21	Ensure collection and utilize attendance data for MTSS team.				Lanise White	12/01/2022
<i>Notes:</i>						
9/22/22	Evaluate MTSS procedures for academic interventions, attendance and behavior.				Lanise White	05/31/2023
<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>		Leadership will evaluate data to decide on implementation plan.		No Development 09/14/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership collecting data to review for future implementation.		No Development 09/14/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA meets with staff as a whole and individually. LEA also meets with stakeholders and district personnel to ensure effective implementation of school policies and procedures.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		District works with schools to support SIP each year.		Eric Babbitt	08/20/2024
Actions					
<i>Notes:</i>					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Team has been constructed and professional staff not only meets consistently but informs the rest of the staff about policies, procedures, and best practices that need to be implemented. Agendas with minutes are emailed out to all staff. Goal teams have been created so that all staff are part of the SIP process.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
Actions					
<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
<i>Initial Assessment:</i>		Leadership has established duty roster with expectations. All teachers have a scheduled planning time and teams have a specified function.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is not currently a chosen indicator.	No Development 09/22/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Observation schedule in place. Walk throughs developed to address instructional framework (WICOR). Feedback to be provided and data collected for each walk through.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<p>Currently working with EdDirection on identifying target goals for PLCs. PLCs have template and questions to review each meeting that are focused on utins data to improve student growth and increase achievement.</p> <p>PLCs for the current year are underway and fully operational the second week of school.</p>	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • PLCs will consistently look at school data to improve academic growth and drive instructional practices in the classroom. • Staff will understand how to use data to improve student growth. • Data will support and inform the school improvement process. • Professional development needs will be determined by school wide data in academic, attendance, and SEL. • Triangulation of data will be utilized when determining student goals and needed resources. 		colleen guerin	05/30/2023
<i>Actions</i>			3 of 6 (50%)		
9/24/21	Utilize PLCs for all teaching staff each week.		Complete 12/01/2021	colleen guerin	10/30/2021
<i>Notes:</i>					
9/24/21	Provide staff with resources for tracking and monitoring data to use at PLCs.		Complete 11/04/2021	Alexandra Shadroui	10/30/2021
<i>Notes:</i>					
9/24/21	Professional Development for staff on PLCs purpose and processes for the year.			Robert Little	10/30/2022
<i>Notes:</i>					
9/24/21	Yearly breakdown/review of EVAAS and student growth to celebrate success and plan for future growth.			Alexandra Shadroui	10/30/2022
<i>Notes:</i>					

9/24/21	Meet with IPG grant and staff to determine PLC needs.	Complete 09/09/2021	Alexandra Shadroui	05/15/2023
<i>Notes:</i>				
9/22/22	With partner EdDirection develop an initial assessment of PLC groups to determine additional needs and training for staff to support active, positive PLCs.		colleen guerin	10/15/2023
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<ul style="list-style-type: none"> LEA/school established a system of procedures and protocols highlighted in the staff handbook. NCEES rubric is used in observations. School follows district protocols for recruitment. 	Limited Development 09/14/2017		
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How it will look when fully met:	Leadership will review data to develop action steps.		Eric Babbitt	08/20/2024
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Actions		6 of 7 (86%)		
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9/23/21	Attend district recruitment fair.	Complete 09/22/2021	Robert Little	09/30/2021
<i>Notes:</i>				
9/23/21	Start and send out a weekly staff newsletter.	Complete 11/05/2021	Robert Little	11/01/2021
<i>Notes:</i>				
9/23/21	Create and maintain school calendar.	Complete 11/01/2021	Robert Little	11/01/2021
<i>Notes:</i>				
9/23/21	Develop an observation calendar with all staff and their observation cycles and assign administrators.	Complete 11/01/2021	Robert Little	11/01/2021
<i>Notes:</i>				
9/24/21	Create a staff-of-the-month system to recognize staff who have made outstanding contributions.	Complete 11/05/2021	Robert Little	06/01/2022

<i>Notes:</i>				
9/24/21	Create a system for gathering staff feedback so that they have a voice in school proceedings.	Complete 12/01/2021	Robert Little	06/01/2022
<i>Notes:</i>				
6/7/22	Develop a system for classroom walkthroughs.		Alexandra Shadrui	12/01/2022
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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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
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<i>Initial Assessment:</i>	Parents/guardians are informed of all policies and procedures during intake/enrollment meetings. Parents receive updates through open house, connect eds, social media, and a parent communication log is maintained. We are currently planning a community night for October.	Limited Development 09/15/2017		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<i>How it will look when fully met:</i>	Parents and families will be an integral part of our school community by participating in school wide events such as community/STEM nights. Families will participate in transition plans back to traditional schools and a parent will serve as part of our SIP team.		Brittany Swanson	06/09/2023
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Actions		8 of 11 (73%)		
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10/23/19	Fall Festival will be held to bring parents in and increase community involvement with the school.	Complete 10/24/2019	Sarah Evans	10/24/2019
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<i>Notes:</i>				
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9/23/20	Counselor will hold truancy conferences with parents, students, and teachers.	Complete 08/02/2021	Mark Vaughn	06/04/2021
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<i>Notes:</i> For the 2020-2021 school year there has already been six truancy conferences.				
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9/24/21	Enact a long-term mentoring program for students and families throughout the year.	Complete 04/11/2022	Mark Vaughn	12/30/2021
<i>Notes:</i>				
9/24/21	Holding a STEM night with NC Science Festival for families and students to engage in STEM.	Complete 04/21/2022	Alexandra Shadroui	05/01/2022
<i>Notes:</i>				
9/24/21	Ensure that positive calls are made home for each student each semester.	Complete 06/02/2022	Alexandra Shadroui	06/03/2022
<i>Notes:</i>				
9/24/21	Execute a community service plan to for short-term projects like can tab collections.	Complete 06/03/2022	Brittany Swanson	06/03/2022
<i>Notes:</i>				
9/24/21	Parent and Community night with food trucks, fun activities, etc. to bring stakeholders together to build positive relationships and create more trust, improve communication, and increase involvement.	Complete 10/21/2021	Carrie Hall	06/03/2022
<i>Notes:</i>				
9/23/20	Staff will attend CFT meetings with day treatment students, parents, CHA staff, and other stakeholders.	Complete 08/02/2021	Mark Vaughn	06/10/2022
<i>Notes:</i>				
9/22/22	Develop a Goal Team that addresses specific needs of parent and family engagement.		Alexandra Shadroui	09/30/2022
<i>Notes:</i>				
9/24/21	Enact long-term community service projects so that students can serve the community.		Carrie Hall	06/01/2023
<i>Notes:</i>				

9/24/21	Plan a student-led conference night so that students can showcase their work.		Alexandra Shadroui	06/03/2023
<i>Notes:</i>				
Implementation:		09/23/2021		
Evidence	9/23/2021			
Experience	9/23/2021			
Sustainability	9/23/2021			