Comprehensive Progress Report

Mission:

At Piney Creek School, we believe that all students should be provided a rigorous and engaging curriculum where they will cultivate a passion for continued learning. Our culture of high expectations will provide the opportunity for students to be empowered, successful, self-directed learners. As a learning community, we will develop, nurture, and challenge students to their fullest potential in order for them to become college and career ready.

Goals:

MTSS Goal: All PreK-8 will implement MTSS, which is based on the provision of high quality standards-based core instruction and the use of data to identify students for appropriate acceleration and intervention. MTSS implementation is everyone's responsibility and advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses as well as providing immediate, evidence-based intervention for those who need it.

PLC Goal: Professional Learning Communities will be fully implemented PreK-8 with collaborative teams of teachers and an ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to: • Respond to students who are experiencing difficulty. • Enrich and extend the learning of students who are proficient. • Inform and improve the individual and collective practice of members. • Identify team professional development needs. • Measure progress toward team goals

PBIS Goal: All PreK-8 will implement PBIS (Positive Behavior Interventions with Supports) with fidelity. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.



! = Past Due Actions 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
Initial Assessment:			Goal: 1. Train teachers and administration on PBIS and effective consequences for students. 2. We will produce common school-wide expectations for all areas of our school. 3. Ongoing professional development and training for PBIS, classroom management techniques, and positive vs. negative consequences.	Limited Development 12/11/2017		
How it will look when fully met:			PBIS will be in place. School wide consistent expectations being met. Ongoing professional development will be taking place. We will use discipline data, attendance data, and social and emotional indicators to track our objectives.		**Shelly Coman**	**05/31/2018**
Action(s)	***Created Date***					
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
Initial Assessment:			Goal 1. Monthly SST meetings 2. Shared Google spreadsheet where teachers can input and access student data school wide that will include interventions and enrichments for all students. 3. Following MTSS guidelines and implementation we will utilize PLC's to look at all students and their data to properly meet their needs.	Limited Development 12/11/2017		
How it will look when fully met:			All students needs are being met through tiered instruction and data tracking.		**Sherrie Hines**	**05/31/2018**
Action(s)	***Created Date***					
Notes:						
	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
Initial Assessment:			Goal: 1. Continue meeting with each other during the school year, at the end, and the beginning of the school year as students are transitioning from grade level to grade level.	Limited Development 12/11/2017		
How it will look when fully met:			Students are being more successful due to better planning and alignment from transitional meetings.		**Jennifer Sturgill**	**05/31/2018**
Action(s)	***Created Date***					

		Notes:				

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**
Initial Assessment:			Goal 1. Have school wide PLC meetings with a focus on district benchmarks, unit assessments, and previous EOG scores in order to determine student needs and professional development trainings for teachers. 2. Teachers will be required to use schoolnet at least three times per quarter. 3. Teachers will have input on county wide professional development.	Limited Development 12/11/2017		
How it will look when fully met:			Teachers have more input of their own professional development. Schoolnet data and usage PLC meeting notes		**Shelly Coman**	**05/31/2018**
Action(s)	***Created Date***					
		Notes:				

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
Initial Assessment:			Goal: 1. Technology nights for parents of all students in grades pre-k through 8. Parents will be exposed to current programs in use and parent portal access through homebase. 2. Continued use of facebook, twitter, remind app, school website, and connect ed. 3. Continued use of planners in upper grades, folders and Class DoJo in lower grades. 4. Continue with Literacy Night, Math Night, and STEM Night for parents and students. 5. Offer a program to teach parents parenting/behavioral strategies to use at home with their children (such as Positive Parenting Program/Parenting with Love and Logic/PBIS for Families).	Limited Development 12/11/2017		
How it will look when fully met:			Input and feedback from parents and guardians. Data from Twitter, Facebook, and Connect ed.		**Steve Hall**	**05/31/2018**
Action(s)	***Created Date***					

Notes:				