

Comprehensive Progress Report

Mission:

School Mission: Learn Something New Every Day

School Vision: Strive for Excellence in All You Do!

Vision:

Goals:

Every Student at Summersill Elementary has excellent educators everyday.

Every student at Summersill Elementary will have a personalized education and graduates from high school prepared for work, further education and citizenship.

Summersill Elementary will have up-to-date, effective, and efficient systems to serve its students, parents, and educators.

Every student at Summersill Elementary will be healthy, safe, and responsible.



! = 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>		Teachers and Teacher Assistants will use a school-wide behavior and incident tracking system which maintains minor and major incidents.	Limited Development 11/03/2018		
<i>How it will look when fully met:</i>		<p>BY June 10, 2019 all staff members will be able to enter a referral and know how to analyze discipline data in order to prepare strategies to increase student achievement and acceptable behavior.</p> <p>June 2020 is the target date for this goal because we need to be able to look at data for a minimum of two years to assess the effectiveness of the program. Teachers will be able to look at data and make adjustments during the 2 year time frame.</p> <p>Evidences- 2 years of Discipline Data, Parent logs</p>		Jerome Gidrey	06/10/2020
<i>Actions</i>			0 of 1 (0%)		
	11/22/18	Provide PD for all staff members on classroom behavior recording and the levels of discipline to establish consistency school-wide.		Jerome Gidrey	06/15/2019
		<i>Notes:</i> Teachers will be trained in PLCs throughout the year and PLC minutes will be used as evidence. Other staff will be individually trained.			

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>		Our teachers attend weekly PLC meetings and are comfortable discussing resources and strategies for increasing student achievement. The staff is in the process of being introduced to Data Teams and will spend the year learning about the advantages of data teams and how this format will help with student success.	Limited Development 10/12/2018		
<i>How it will look when fully met:</i>		Teachers will be able to plan lessons which are aligned with the North Carolina standards and are developed to reach the many needs of each individual student. Teachers collaboratively plan units of instruction which offer diverse learning for all students, regardless of their learning styles or academic abilities. Evidences- PLC minutes, Lesson Plans, TIPS planning documentation, READY/iReady training and updates,		Jerome Gidrey	06/10/2019
Actions			0 of 3 (0%)		
	11/20/18	The teachers will attend professional development on the instructional framework for Onslow County Schools and begin to work on implementation of the framework and the layers which define its depth.		Jerome Gidrey	06/15/2019
	<i>Notes:</i> READY/iREADY PD, AVID training, Data Teams training, Unpacking efforts, Priority standards PD, are all part of the IF structure.				
	11/20/18	Classroom teachers will attend professional development and weekly professional learning communities to learn more about analyzing and using data and to receive coaching in instructional strategies.		Jerome Gidrey	06/15/2019
	<i>Notes:</i> By June 2019, 80% of the classroom teachers will have completed the OCS instructional framework and have clear indications as to how to implement the framework				
	10/29/18	Teachers will submit lesson plans which are dedicated to the alignment of our new math curriculum and the district's instructional framework.		Lauren Simpson	06/16/2019
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
A3.07		Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The staff is very familiar with the team planning concept, but are fairly new in the data teams process. Teachers have been scheduled for data teams professional development and they are in the beginning stages of data team documentation collection and analyzing.	Limited Development 10/29/2018		
<i>How it will look when fully met:</i>		Evidences- TIPS Forms, PLC minutes, Data Teams Templates, Data Teams Professional Development Rosters		Lauren Simpson	06/10/2019
<i>Actions</i>			0 of 2 (0%)		
10/29/18	Teachers will continue to be trained in the Data Teams process and begin to become more comfortable with the planning and analyzing data.			Rochelle Curlee	06/10/2019
<i>Notes:</i>		Data teams training will be monthly and will be delivered by the previously trained data team leaders. The 3-5 math teachers will be trained first and will have a good working knowledge of the data teams process and will be able to analyze student data and work together in PLCs.			
11/22/18	Exceptional Needs staff will design lessons and goals which are tailored to fit each individual student according to their IEP and personal classroom observations.			Sara Breitfeller	06/15/2019
<i>Notes:</i>		EC meeting minutes, PLCs meeting minutes, teacher observation notes, READY/iReady training, and Instructional PD sign in sheets will all be used as evidence.			

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>		A tiered level of support will be catered to address the needs of every student at the school. The problem solving team meets frequently to assess students and special emphasis needs to be directed to the tier 2 categorized students.	Limited Development 10/29/2018		
<i>How it will look when fully met:</i>		All classroom teachers will be able to refer, re-mediate, and service all tier leveled students with assistance from instructional resources and research-based strategies. The MTSS model will be used as documentation for student success and further remediation efforts. Evidences- MTSS Tier referrals, student rosters for remediation, TIPS form		Jerome Gidrey	06/10/2019
Actions			0 of 3 (0%)		
10/29/18		Weekly referrals will be submitted to the problem-solving team for further review. Teachers will be available to discuss strategies for tier 1, 2, & 3 students and will work closely with the team to achieve the desired results.		Crystal Stevenson	06/10/2019
<i>Notes:</i>					
11/20/18		The Problem-Solving Team will form a master calendar to schedule sessions with teachers, parents, and other educational professionals, school psychologist, speech, administration, EC teachers, and others to plan next steps in the educational process for struggling students. MTSS practices require detailed planning and a proactive approach. Teachers will be required to provide lesson samples, student work samples, educational and behavioral charts and data, test scores, classroom grades, and a variety of other useful resources to ensure enough information is available to the team.		Julie Deming	06/15/2019
<i>Notes:</i>					
11/22/18		The problem solving team will use research, quality data, and instructional strategies to advocate, and observations as they move possible EC students through the MTSS process and possible referrals.		Sara Breitfeller	06/15/2019
<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>			All teachers work well with the school counselor to ensure the emotional state of our students stay at the highest level.	Full Implementation 11/25/2018		
	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Students have several opportunities to receive transitional assistance throughout the elementary years. Each year is a transitional year, but the pre-k to kindergarten, 2nd grade to 3rd grade, and 5th grade to middle school are the most critical years for our students. Our counselor and other support staff work closely with teachers and other professionals to ensure smooth transitions.	Limited Development 11/25/2018		
<i>How it will look when fully met:</i>			When fully implemented, our school will provide a variety of resources to assist in the many levels of transitions in the elementary setting; grade to grade, Onslow County school to school, North Carolina school to school, and state to state transitions.		Julie Deming	06/10/2019
Actions						
<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>			The school has an active School Improvement Team	Full Implementation 11/25/2018		
	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

Initial Assessment:	<p>The strategic planning team and problem-solving team meet at least twice a month and the meetings are entered into the school calendar. Both teams consist of administration, leader leaders, exceptional children leaders, and members from other instructional support areas. The staff meets as a whole at least monthly for PD, goal setting, and to gather information.</p> <p>Evidences- Staff agenda, meeting minutes, sign in rosters</p>	Full Implementation 11/03/2018		
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Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Distributed leadership and collaboration				
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	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
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Initial Assessment:	<p>The Exceptional Needs teachers and EC support staff will meet bi-weekly to evaluate the effectiveness of the current strategies for EC students and their academic success. They will determine remediation and enrichment activities which will assist in EC students' growth and proficiency in reading and math. These meetings will be separate from weekly scheduled EC meetings which focus on IEP goals, EC PD, and other teacher led discussions.</p>	Limited Development 11/03/2018		
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How it will look when fully met:	<p>EC teachers, administration, EC support staff, and regular education teacher will meet bi-weekly to discuss, and trouble shoot the effectiveness of educational strategies being used in the resource and inclusion classrooms. Participants will be able to develop remediation and enrichment plans by analyzing educational & behavioral data, collaborating with other educational professionals, and by using instructional resources to enhance the education of all exceptional children.</p>		Sara Breitfeller	06/10/2019
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Actions	0 of 1 (0%)		
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11/25/18	<p>A Bi-monthly roster of students who are behind academically will be submitted to the EC Lead with strategies for increasing the students' rate of success. EC teachers will discuss each student and develop strategies to increase the possibility for success.</p>		Sara Breitfeller	06/15/2019
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Notes: Meeting minutes, Teams Notes, student rosters will all be used as evidences

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
Initial Assessment:		<p>Teachers are formerly observed 2-4 times a year, but regular walk throughs are also provided to teachers and teacher assistants. Feedback is provided in order to provide increased teacher efficiency.</p> <p>Evidences- Teacher walk through sheets, Teacher Evaluation Tool results, conference notes</p>	Limited Development 11/03/2018		
How it will look when fully met:		All staff observations will be completed and feedback will have been provided to each staff member by June 2019.		Lauren Simpson	06/10/2019
Actions			0 of 1 (0%)		
	11/22/18	Develop a standard walk through observation form for teacher assistants.		Debbie Humphreys	06/15/2019
<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>		Data teams are just beginning to gel as the teams meet regularly to discuss data and how to increase student achievement. Instructional coaches, title I coaches, AIG specialist, and EC leaders look at data and develop lessons and goals for all students.	Limited Development 11/03/2018			
<i>How it will look when fully met:</i>		Teams will meet monthly to discuss data and determine specific needs of the students in all areas of the school. As noted in one of the other goals, we will be monitoring progress in the AIG, 5th grade math and EC areas with a greater deal of frequency than some other areas, but all subgroups will be addressed through data analysis.		Jerome Gidrey	06/10/2019	
Actions			0 of 1 (0%)			
	11/22/18	Provide additional online training modules and face to face PD for the staff to ensure Data Teams processes are implemented.		Jerome Gidrey	06/15/2019	
<i>Notes:</i>						
KEY	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>		Teachers are offered professional development opportunities throughout the year. Many staff members take advantages of the PD opportunities offered by the district as well; CPI, CDL, data teams, AVID, PD refreshers, AIG, State & National conferences, and many other career enhancing opportunities.	Limited Development 11/03/2018			
<i>How it will look when fully met:</i>		All teacher and other staff member will have all required and desired PD completed by June 2019. Each of the PD opportunities will assist in increasing instruction and school-wide efficiency.		Lauren Simpson	06/10/2019	
Actions			0 of 1 (0%)			
	11/22/18	Monthly PD updates will be posted in the PLC room and score boarded.		Abbie Noble	06/15/2019	

Notes: Teachers will submit ongoing and completed PD to Ms. Noble and the scoreboard will be updated.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		The school has resources and procedures in place to recruit, evaluate, reward, and replace staff.	Full Implementation 11/25/2018		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SSES is a Habits of the Mind themed school and efforts are in place to continue this theme. With the addition of new staff members, to include two administrators, the staff needs to be trained again.	Limited Development 11/03/2018		
<i>How it will look when fully met:</i>		By June 2019, all staff and current students will have a good understanding of the HOM finer points and be able to explain the benefits of HOM to others. The students will be able to see the HOM structure across the campus and understand the connection to their own lives.		Julie Deming	06/10/2019
Actions			0 of 1 (0%)		
	11/22/18	The school physical environment and overall culture will be focused on HOM.		Julie Deming	06/15/2019
<i>Notes:</i> HOM street signs will be order and displayed HOM training and refreshers will be done.					

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>There are several processes in place to provide routine communication with parents; weekly emails, Remind, Bb Communications, newsletters, Class Dojo, and several other means of communication. We will continue to work towards developing a standardized communication process which will work for all parents.</p> <p>Evidences- Event sign in logs, parent emails, newsletters, meeting minutes, PTO minutes, Bb communication reports</p>	Limited Development 11/03/2018		
<i>How it will look when fully met:</i>			Various communications to all stakeholders will be available and easily identifiable at SSES.		Jerome Gidrey	06/10/2019
<i>Actions</i>						
<i>Notes:</i>						
	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>			The school offers monthly emails, newsletters and various other communication methods to give them resources to increase student effectiveness.	Full Implementation 11/25/2018		

	E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school has not been using a proven behavior intervention tracking system and school discipline has increased slightly.	Limited Development 10/29/2018		
How it will look when fully met:		When fully implemented, our students and staff will be able to purposely interact with one another in a respectful and caring manner. Student discipline will have decreased by 15%, especially in the areas of bullying, disrespect to staff, and insubordination. Discipline data monitoring instruction will be used as evidence.		Lauren Simpson	06/10/2019
Actions			0 of 3 (0%)		
10/31/18		Create and maintain a support group for 4th & 5th grade boys to help with decision making and college and career readiness.		Jerome Gidrey	06/10/2019
		<i>Notes:</i> Young Gentlemen of Quality Volunteer support group for boys			
11/20/18		The Young Gentlemen of Quality will service the community by developing a service orientated group which will provide a partnership to support the Summersill and Jacksonville community.		Jerome Gidrey	06/15/2019
		<i>Notes:</i> volunteerism in the community character education and working within a community Relay for Life partnership			
11/20/18		The Young Gentlemen of Quality will work to increase the academic success of its members by raising the group GPA by 5 points. The increase will be determined by the 1st grading period group average.		Jerome Gidrey	06/15/2019
		<i>Notes:</i> Northwoods Park and JCMS Gentlemen of Quality partnership Male mentors partnership Study skills and character education opportunities			