


Comprehensive Progress Report

Mission: Our Mission: Baton Elementary School will provide quality instruction in a safe and caring environment.

Vision: Our Vision: Baton Elementary School students will be prepared to continue their education and become responsible, productive citizens.

Goals:

 Activity in the last 12 months

! = 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
<i>Initial Assessment:</i>		PBIS is a behavioral management system that is in place. There are expectations regarding behavior, rules and procedures (matrix posted throughout buildings)	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
Notes:					

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>		We do have some pockets of grade levels and departments who collaborate and work together to align instruction. However, we also have some needs throughout the building where collaboration could be improved. Grade levels work with the instructional facilitator but more could be done to improve communication between and among grade levels. We could work to collaborate more effectively with the Specialty and student support staff and curriculum.	Limited Development 09/28/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Our grade levels will have planning meetings in collaboration with our Specialty teachers to better align core and supporting content areas. The meetings will take place after school at least once per month.	Objective Met 11/13/17	Shay Wright	06/30/2018
Action(s)	Created Date				
1	11/29/16	Set a schedule of meeting dates with a plan for how cancelled meetings would be rescheduled.	Complete 03/31/2017	Jenny Greene	01/10/2017
		<i>Notes:</i> Possible Solution: Gradually phase in the integration starting with Kindergarten in January following the scheduled faculty meeting. Our plan is to have all specialty teachers meet with K-1 teachers beginning in January, grades 2-3 in February and grades 4-5 in March. * Kindergarten teachers have submitted their plans to the Specialty teachers for January. First grade will meet and submit plans by the end of January.			
2	1/17/17	Kindergarten Collaboration with Specialty teachers	Complete 01/11/2017	Tracy Jenkins	01/11/2017
		<i>Notes:</i> Grade level representatives will meet with Specialty teachers after the scheduled faculty meeting - 1st Wednesday of each month.			
3	1/17/17	1st Grade Collaboration with Specialty teachers	Complete 01/24/2017	Meghan Triplett	01/31/2017
		<i>Notes:</i> Grade level representatives will meet with Specialty teachers after the faculty meeting. - 1st Wednesday of each month.			
4	1/17/17	2nd/3rd grade collaboration with the Specialty teachers.	Complete 02/28/2017	Melissa Black	02/28/2017
		<i>Notes:</i> Grade level representatives will meet with Specialty teachers after the faculty meeting. - 1st Wednesday of each month.			
5	1/17/17	4/5 grades collaboration with Specialty teachers.pp	Complete 03/30/2017	Janie Rickman	03/31/2017

Notes: Grade level representatives will meet with Specialty teachers after the faculty meeting. - 1st Wednesday of each month.

6	2/17/17	Create a collaborative planning document.	Complete 01/11/2017	Jason Teffeteller	01/11/2017
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Notes: The collaborative planning document will be uploaded as a sheet that teachers can easily access.

7	9/28/17	Teachers will fill out a collaborative planning document each month. Teachers can easily access the document each month and share with Specialty teachers.	Complete 11/10/2017	Shay Wright	06/30/2018
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Notes:

Implementation:			11/13/2017		
Evidence	11/13/2017				
Experience	11/13/2017				
Sustainability	11/13/2017				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		Given the challenges with some of our student behaviors and family and community factors, we would benefit from additional student support staff personnel. We do have a nurse and school social worker one day per week, but it is difficult to meet all student needs with the limited assistance. Reduced class sizes and/or additional instructional assistants would also be helpful to meet the increasing number and severity of emotional and behavioral needs in our school. We do have a school counselor who provides classroom and student support when possible. We also use the Positive Behavior Intervention and Support model to encourage adherence to school-wide behavioral expectations and have earned Model School recognition for our efforts.	Limited Development 09/28/2016		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
<i>How it will look when fully met:</i>		Teachers instruct using Tier 1-2 (PBIS) interventions. We are currently signed up to receive Tier 3 training for PBIS. We are applying for exemplar status. Our school counselor currently does Tier 2 and 3 interventions with all students in need.	Objective Met 11/13/17	Heather Simmons	06/29/2018
Action(s)	Created Date				
1	4/25/17	Complete Tier 3 PBIS training.	Complete 10/17/2017	Heather Shinn	06/29/2018
<i>Notes:</i>					
<i>Implementation:</i>			11/13/2017		
<i>Evidence</i>		11/13/2017			
<i>Experience</i>		11/13/2017			
<i>Sustainability</i>		11/13/2017			

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>		We have programs in place such as Rising Stars, Pre-K program, stagger enrollment, and student data spreadsheets for class rolls.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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>		The School Improvement Team is scheduled to meet twice a month. We have elected representation from the various grade levels throughout the school, as well as parents and other key professional staff.	Limited Development 10/10/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Our School Improvement Team meetings will be held on the second Monday and the fourth Wednesday of each month. In the event that one of these dates needs to be cancelled, we will reschedule the Monday meeting to the following Monday. If the Wednesday meeting is cancelled, it will be rescheduled on the earliest date as agreed upon by a majority of the School Improvement Team.	Objective Met 01/11/17	Janie Rickman	12/05/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	12/5/16	The dates of the SIT meetings will be entered on the school's shared Google Calendar.	Complete 12/12/2016	Jason Teffeteller	12/05/2016

Notes: If a meeting is cancelled, it will be rescheduled for the following week on the same day.

Implementation:		01/11/2017		
Evidence	<p>1/11/2017</p> <ul style="list-style-type: none"> *Minutes of each meeting are kept and can be reviewed at any time. *The minutes also contain a listing of all members in attendance of each meeting. *The school maintains a shared electronic calendar indicating the pre-scheduled dates of the meetings. 			
Experience	<p>1/11/2017</p> <ul style="list-style-type: none"> *The Leadership Team consists of the principal, teacher representatives of every grade level, other professional staff and parents. *The Leadership Team has been meeting twice a month during a regular scheduled time. Meetings generally last one hour. *The Leadership Team identified school goals and we discussed how to meet these goals. We also discussed the impact these goals will have upon our school. *The Leadership Team is in the process of creating a plan. We will monitor the effectiveness and progress of our goals. 			
Sustainability	<p>1/11/2017</p> <ul style="list-style-type: none"> *The Leadership Team will continue to meet twice a month for one hour. Meetings that are cancelled will be rescheduled whenever possible, usually on the same day of the following week. *The Leadership Team will remain goal-focused. Each team member will need strong collaboration skills and a strong sense of accountability for the school's vision and mission. 			

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
Initial Assessment:			Limited Development 09/12/2016		
We have a common planning time for all grade levels which promotes staff collaboration. Committees within the school are structured with representative stakeholders within the school community. We do not currently have formal by-laws for all committees. Agendas and minutes from committee meetings are shared with staff. The Leadership Team (School Improvement Team) has established meetings the second Monday and fourth Wednesday of every month.					

How it will look when fully met:		Staff will maximize instruction by careful use of time. Sufficient time for teachers to plan and collaborate with colleagues will be provided. Evidence of lesson plans, sign-in sheets and agendas of team meetings will be recorded.		Jason Teffeteller	06/29/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/10/17	Teachers will be given an opportunity to play a role in the scheduling of the master schedule by participating in an end-of-the year planning survey to share ideas and/or concerns. This survey is created by the administrator and information is collected to develop a team structure to address the needs of the school.		Jason Teffeteller	08/17/2018
<i>Notes:</i>					
2	10/10/17	All grade levels will meet with the Instructional Facilitator during one grade level meeting per month. The purpose of the IF/Teacher meeting will be to give feedback and provide resources to teachers to help support classroom instruction.		Melissa Barr	06/29/2018
<i>Notes:</i>					
3	1/10/18	Team structures, duties, and expectations are defined in our staff handbook.		Jason Teffeteller	06/29/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The principal attempts to observe and monitor instruction regularly. He provides timely and constructive feedback. He is available and involved as time allows.	Limited Development 10/26/2016		
How it will look when fully met:		The principal or designee will offer frequent opportunities for teachers to share concerns about instructional practices. Teachers will be provided ongoing feedback. The principal or designee will also monitor the impact of professional development and evaluate the effectiveness of programs.		Jason Teffeteller	06/29/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/10/17	The principal or designee will use a walk-through process to monitor classroom instruction. The principal's goal is to walk-through a grade level a day each week.		Jason Teffeteller	06/29/2018
<i>Notes:</i>					

2	10/10/17	Data from NC Check-ins, and Benchmarks will be analyzed. Lesson plan books will be shared.		Jason Teffeteller	06/29/2018
<i>Notes:</i>					
3	11/13/17	Teachers will be given the opportunity to observe their peers. Teachers will gain insight by sharing effective classroom strategies with one another.		Jason Teffeteller	06/29/2018
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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>		Some school performance data is periodically used to drive instruction. Our school uses data to make decisions about professional development and school improvement needs.	Limited Development 10/26/2016		
<i>How it will look when fully met:</i>		We will make effective use of student data to guide instruction. We will analyze assessments such as MClass, Star, NC Check-Ins, EOG/BOG and SchoolNet to ensure that differentiated instruction is being supported. We will use data to analyze the learning needs of our teachers as well.		Jason Teffeteller	06/29/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/10/17	Continue to develop a solid MTSS foundation.		Jason Teffeteller	06/29/2018
<i>Notes:</i>					
2	10/10/17	Teachers will compile data notebooks. These data notebooks will be used to guide instruction.		Kristin Austin	06/29/2018
<i>Notes:</i>					
3	10/10/17	Monitor attendance rates of classrooms.		Heather Simmons	06/29/2018
<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>		Grade levels communicate weekly through newsletters, text messaging, emails, school webpage, and phone calls. Parents have been given opportunities to attend/participate in reading and math nights. Conferences are held with parents to give information about the curriculum. Third grade parents participate in Read to Achieve meetings. Open House/Orientation meetings are also offered to parents at the beginning of the year.	Limited Development 11/14/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Our Leadership Team discussed the timing (time of year/time of day) of the various meetings/events that are being offered to our parents. We have decided to make this our goal and increase parent participation. Right now our school offers a variety of opportunities for parents to be involved in their children's academic success. In order to track our success rates, we will have to rely on parent sign-in sheets and keep accurate records of parent participation.	Objective Met 09/28/17	Jason Teffeteller	06/28/2017
Action(s)	Created Date				
1	5/8/17	Assess present practices - Evaluate how well our school is reaching out.	Complete 06/30/2017	Jason Teffeteller	06/30/2017
		<i>Notes:</i> Present practices will continue to be assessed each year			
<i>Implementation:</i>			09/28/2017		
<i>Evidence</i>	9/28/2017	Evidence: Parent Sign-In Sheets from various Family Involvement Events			
<i>Experience</i>	9/28/2017	Baton Elementary is always looking for ways to involve our families. Sometimes parents aren't responsive to our family engagement activities because of barriers. Many parents are juggling busy schedules and some are not receptive to coming to school events. We have attempted to remove as many of these barriers as possible.			

Sustainability

9/28/2017

We will continue to create a welcoming school environment.
We will continue to provide families information/resources related to the child's learning.
We will continue to have effective communications between families and school.
We will continue to strengthen skills for parents to help them support their child's learning.
We will continue to reach out to parents in our school planning and volunteer opportunities.

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